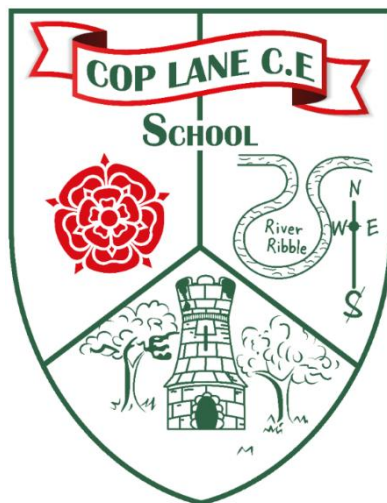


Cop Lane C.E Primary School



Accessibility Plan September 2026

This plan is embedded in our school's mission statement and distinctive Christian vision:

A welcoming Christian community, committed to one another, giving our very best at all times.

Our church school is a welcoming and caring Christian family where everyone is valued and supported so that they can flourish. We aim to instill a lifelong love of learning and nurture everyone's individual talents. Through Jesus Christ, our aspirations, hopes and dreams can be achieved.

'I can do all things through Christ who strengthens me.'

Philippians 4.13

Cop Lane C.E. Primary School Accessibility plan

Statement of Intent

This plan outlines how Cop Lane C.E. Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

Objectives

Cop Lane C.E. Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Cop Lane C.E. Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school's visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Cop Lane C.E. Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policies
- Emergency Plan
- Health and Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored by the governors of Cop Lane C.E. Primary School.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan. The priorities for the Accessibility Plan for our school were identified by:

- **Headteacher**
- **SEND Coordinator**
- **School Business Manager**
- **The Governing Body**

Date: September 2024

Review: September 2026

Cop Lane C.E. Primary School

ACCESSIBILITY PLAN



Action Plan A – Improving Physical Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Corridor	Keep corridors clear from obstructions. Ensure intervention tables are located to leave sufficient access for wheelchair uses.	Immediate	High	None	Ongoing	All staff
2	Wheelchair access to the school buildings	Enable wheelchair users to access school independently. Remind parents/ carers to ensure that disabled bays are not blocked at any time.	Ongoing	High	None - newsletter reminders	Wheelchair ramps installed around school.	HT/ DHT
3	Disabled parking	1 x space to be provided and markings to be painted when necessary.	Ongoing	High	Funded from maintenance pot.	Disabled parking space in place on school car park. Ongoing maintenance.	HT/ DHT
4	Disabled toilet	In place in the main entrance of the school. Redecoration as and when necessary.	Ongoing	Low	Funded from maintenance pot.	Completed - Ongoing maintenance.	HT/ site supervisor
5	Changing and shower facilities	In place in the main entrance of the school. Redecoration as and when necessary.	Ongoing	Low	Funded from maintenance pot	Completed - Ongoing maintenance.	HT/ site supervisor

Action Plan B – Improving Curriculum Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Adaptations in teaching	SLT to monitor quality of differentiation and provision for SEND pupils.	Academic year 2023/24	High	SLT release costs Staff meeting time	Ongoing – see monitoring cycle	HT/ DHT/ GW
2	Interventions	SENCO/ HT to audit current interventions and their success/ impact on progress. Provision mapping to be used across all year groups.	Ongoing	High	Resourcing of relevant interventions/ leadership release timetable	Ongoing – see provision map/ SPPP timetable	HT/ DHT/ GW
3	Classrooms are organised to promote the participation and independence of all pupils.	HT/ Adviser to undertake environmental learning walk and identify good practice/ areas for development.	Ongoing	High	SSG time. Possible resource implications where gaps are identified,	Annually	HT/ DHT
4	Staff training in the production, implementation and review of provision maps, PIVATs, SPPPs and monitoring systems.	SLT/ SENCO to deliver staff training ensuring that targets are SMART and progress measurable.	Ongoing	High	SLT release costs plus TA release costs	Ongoing	HT/ DHT/ GW
5	Staff training in supporting pupils with SEND. Focus on key areas within the school e.g. ASD, global delay, SPLD.	SENCO/ external training e.g. WRIST/ PECs for staff where appropriate. Feedback to staff. Additional training to support pupils new to EYFS.	Ongoing	High	Release costs for staff involved	Ongoing	HT/ DHT/ GW
6	FM systems	SENCO/ class teachers trained in ensuring these work effectively and have point of contact to review if these are working.	Annually	High	N/A – funded through LA specialist equipment	Ongoing	HT/ DHT/ GW
7	Speech and language	SENCO to continue to book external S and L through LA for pupils who require specialist input if needed.	2023/24 academic year	High	£1000	Ongoing	GW/ EYFS leader/ KS1 leader

Action Plan C – Improving the Delivery of Written Information

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility
1	Availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats.	Ongoing	Low	N/A	Ongoing	HT
2	Electronic communication	Ensure contact details for parents are updated. Links to the school's SEN padlet communicated with parents.	Academic year 2023/24	Medium	Office staff time	Annually	HT/ office staff/ SENCO
3	Review documentation on website to check accessibility for parents is fully up to date and that all hyperlinks are working.	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents is clear and relevant.	Ongoing	Medium	N/A	Annually	HT

This plan was reviewed in September 2026.

It will be reviewed again in September 2027.

Signed:

I. P. Ashmore

Date: 01.09.26