



# Cockfield Primary School

**School Accessibility Plan  
2017-2020**

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2017-2020

Updated December 2017

Updated December 2018

Updated December 2019

Updated September 2020

## 1. Schools' Planning Duty

- 1.1. Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the **Equality Act 2010**:
  - To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
  - To prepare and publish a **Single Equality Scheme** to show how they will meet these duties.
- 1.2. According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.
- 1.3. This **Accessibility Plan** forms part of the school's Single Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.
- 1.4. In accordance with the Act the plan focuses on three 'key areas':
  - increasing the extent to which disabled pupils can participate in the school curriculum;
  - improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
  - improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.
- 1.5. It is a requirement that the school's **Accessibility Plan** is resourced, implemented, reviewed, and revised as necessary. An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given

timeframe. A success criterion has been set so progress and outcomes can be measured.

1.6. The plan is to be reviewed and updated at least every three years.

## 2. Schools Aims

2.1. At Cockfield Primary School, we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims, which state that at **Cockfield Primary School we aim to provide:**

**An environment where everyone will feel welcomed, respected and valued as equal members of the school community**

**A safe and caring learning environment where everyone has the opportunity to reach their full potential**

**Promote a culture of respect, responsibility and understanding of others**

**A school which is a happy place, where good behaviour is expected and all children enjoy their educational journey**

2.2. In drawing up this **Accessibility Plan** the school set the following priorities:

- To provide safe access throughout the school for all school users
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

2.3. In addition, parents of children and young people with a disability were consulted to ensure all needs and areas of concern had been picked up.

2.4. As stated above, Cockfield Primary School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- Single Equality Policy
- Special Educational Needs
- Equal Opportunities
- Cockfield Primary School's Special Educational Needs & Disabilities (SEND) Local Offer
- Cockfield's Safeguarding policy and arrangements
- Health & Safety policy
- Staff related policies, e.g. risk assessments, Return to Work

This plan itself will also be used to advise and inform other school planning documents and policies.

2.5. It will be the responsibility of the whole school community to implement this scheme in a manner, which promotes the inclusive ethos of our school.

**3. Current Good Practice which supports this duty**

3.1. The school's commitment to inclusivity has already been recognised by Ofsted who stated in the school's last inspection that:

*' An exemplary curriculum, which reflects the school's setting in its community, and exceptional care, guidance and support lie at the school's heart and lead to outstanding outcomes. Outstandingly effective partnerships, especially with the local community, augment pupils' learning and development.*

*Exceptionally diligent arrangements very effectively support pupils with special educational needs and/or disabilities, who, in turn make good progress. This is an entirely inclusive school where all pupils participate fully in every facet of school life.'* Ofsted May 2011

**3.2. Current Activities: Increasing the extent to which disabled pupils can participate in the school curriculum**

3.2.1. Cockfield Primary has an Early Years Unit, which ensures smooth transition to the main school and enables us to identify any problems at an early stage. This may include multi-agency meetings with parents and all professionals involved in supporting the child.

3.2.2. The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with the LEA SEND team, outreach services, health professionals and Educational Psychology Service, the SENCo manages the EHCP process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.

3.2.3. The school team also provides additional support for pupils in implementing strategies for improving pupils' behaviour and access to learning.

3.2.4. The school works closely with specialist services including:

- Advisory Teacher for Hearing Impaired
- Early Years Advisory Teacher
- Occupational Therapists
- Physiotherapists
- Speech and Language Therapists
- Educational Psychology Service
- CAMHS
- GPs and paediatricians
- School Nurse Team
- Health Visitor
- ADHD Nurse
- Mental Health Nurse
- FISCH
- Butterwick Hospice (Counselling)

3.2.5. The school's governors, teachers, teaching assistants and meal-time assistants have a wide range of qualifications, training and experience of working with children with a varied range of needs including:

- Hearing impairment
- Physical disability
- Specific medical conditions including asthma, eczema, ADHD, diabetes
- Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
- Autism
- Speech, language and communication needs (SLCN)
- Emotional difficulties including attachment disorder or bereavement
- Developmental disorders,
- Profound and multiple difficulties including specific genetic disorders
- Physiotherapy

3.2.6. Facilities and support currently on offer at the school include:

- Designated areas and support for 1:1 or small-group work
- SENCO and Early Years teacher to access Early Help and other agencies
- Advice, assessment and support from Speech and Language Therapist
- Speech & Language teaching assistant for S&L intervention (through the CoL), inc. social communication
- Educational Psychologist
- iPads / access technology
- Range of literacy and maths interventions
- Specific Learning Difficulties (SpLD) interventions, e.g. Lexia
- Therapeutic Story Writing
- Lego Therapy
- Behaviour Intervention Team
- FISCH
  - Access to ALL extra-curricular activities and clubs, art enrichment groups, school visits, residential and peripatetic instrumental tuition and appropriate risk assessment
  - Stay and Play for pupils and their parents, carers and siblings
  - Advice and support from School Nurse Team
  - Paediatric First Aiders
  - Life Skills
  - Outdoor learning
  - Use of diagnostic assessments, e.g. Dyslexia Screening Test, Accelerated Reader, Speech and Language Link
  - Transition arrangements, planning and support

3.2.7. The school celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

### **3.3. Current Actions: improving access to the physical environment of the school**

- 3.3.1. This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.
- 3.3.2. There are very few parts of the school to which disabled pupils have limited or no access. The use of the schools delegated capital funding to make minor adjustments to improve access and support the needs of its current community has so far been successful. **(Given the limitations of a building which is over 100 years old)**
- 3.3.3. In addition, the environment is continually enhanced through the school's building maintenance and redecoration programme.

### **3.4. Current Actions: Improving the delivery of information to persons with a disability**

- 3.4.1. School staff are aware of the services available for converting written information into alternative formats.

## **4. Review and Implementation**

- 4.1. The **Accessibility Plan** is reviewed annually by the Local Governing Body. In addition, it will be reviewed three yearly by the staff in consultation with the Pupil Task Force.
- 4.2. The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.
- 4.3. To allow the school to track progress and demonstrate how it is actively fulfilling its duty a copy of the school's plan for 2017-2020 is attached alongside the school's current plan in Appendix 1.

Appendix 1

Priority	Lead People	Strategy/Action	Resources	Time	Success Criteria	Review December 2107 Reviewed December 2018 December 2019 September 2020	Achieved
Availability of written material in alternative format New signage to be tactile	DH/HT Disabled people aware of facilities through signs and newsletters etc. Improve availability of information for parents – display appropriate leaflets for parents	Disabled people aware of facilities through signs and newsletters etc. Improve availability of information for parents – display appropriate leaflets for parents	Contact details for parents	Ongoing	Information given to disabled pupils/parents as appropriate Written information available in alternative formats	SENCO and office staff aware of services available for presenting information in different formats, including Braille, enlarged print and interpreter. Info to be collated and shared with staff where necessary	Ongoing Information to be collated and shared with staff where necessary.
Training for teachers on differentiating the curriculum and effective communication with parents	SENCO	Staff training and meetings with parents of SEND pupils arranged Parental consultations	Training time SENCO time allocated	Ongoing	Increased access to the curriculum Needs of all learners met Parents fully informed	Cockfield's inclusive practice highly regarded by parents and LA	Ongoing
Training for staff on increasing access to the curriculum for disabled pupils	SENCO	Staff training on Makaton On-going training on SEND updates – as and when required All staff to complete <a href="http://durham.learningnexus.co.uk">http://durham.learningnexus.co.uk</a>	Training time TA time allocated	Ongoing	Increased access to the curriculum Needs of all learners met	SEND awareness training delivered for all staff	Ongoing
Appropriate uses of colour schemes for internal/external decoration to benefit pupils with visual impairments	SENCO HT	Follow advice on contrasting colours and re-decorate as necessary Paint gate handles in contrasting colour – as set out in Accessibility Audit Review and update following discussions with advisory team, parents and pupils	Cost of redecoration Build in to maintenance budget	Ongoing	Physical accessibility of school increased Steps, handrails, door handles safer for pupils/adults with visual impairment Areas maintained on a regular basis	Handrails, door handles – painted/highlighted in contrasting colour Nosings highlighted – as set out in Access Audit	Ongoing
Wheelchair accessible toilets with changing facilities available	HT	Maintain a wheelchair accessible toilet and changing facilities – ensure it is kept free from obstacles	Maintenance	In place and ongoing	Physical accessibility of school increased Wheelchair accessible toilet and changing facilities available	Two wheelchair accessible toilets available in school Modifications to be made following Access Audit	Yes
Fit grab rails where necessary and	HT	Maintain grab rails around school site, including classrooms and other	Cost of new grab rails as	In place and ongoing	Accessibility of school and play	Grab rails to be put in place around the whole	Maintain

as and when necessary to aid movement around school		appropriate locations. To review and update following discussions with advisory team. Highlight rails already in place.	needed.		areas increased. Physically impaired pupils able to access all areas. All areas regularly reviewed	school site – as and when required	
Redecorate equipment and access points around school – as set out in access audit	HT Caretaker	Yellow nosings fitted to stairs Edges of pathways highlighted Drains highlighted Gate handles contrast with gates Start and end of every handrail marked with tape Edge of propped open doors marked with contrasting markings Paint manhole covers	Build into maintenance budget	Ongoing	All areas monitored and maintained	Doors and equipment redecorated	Maintain
Access into school and reception to be fully compliant	HT	Designated disabled parking Clear route through school for disabled people, allowing access to all areas (within limitations of the school building – make adjustments as and when needed)	Cost of maintaining accessible entrances	Ongoing	Physical accessibility increased	Clear access route through school for disabled pupils and all school users	Yes-maintain
Improve independent access within school New doors fitted to allow wheelchair access	HT	Ramps and accessible doorways to ensure access to all parts of the building and school field Ramp to EYFS entrance and hall entrance Make further adaptations as and when required	Cost of further ramps	Ongoing	Physical accessibility of school increased Disabled people have independent access to all parts of the school, including school field	Clear access route through school for disabled pupils and all school users	Yes - maintain
Improve signage to indicate access routes around school	HT Caretaker	Sign in car park indicates disabled parking Signs indicate disabled toilet Website indicates limited access because of the nature of the site. Visitors with disabilities encouraged to contact school prior to visit to arrange support	Cost of signs	Ongoing	Disabled people aware of wheelchair access to school	Signs fitted around school to highlight wheelchair friendly areas	Ongoing

#### Access to the Curriculum

Priority	Lead people	Strategy/Action	Resources	Time	Success Criteria
Develop inclusive quality first teaching	All teaching staff	Information for teachers on differentiating and personalizing the curriculum for pupils with additional needs	Staff meetings	Ongoing	Increased access to the curriculum Needs of all learners met with reasonable adjustments Lesson observations show that all children make good progress within lessons
Parental and pupil feedback	SENCO	Questionnaire/consultation with parents of pupils with SEND		Ongoing	Feedback used to inform future priorities and school improvement

Access to the Physical Environment					
Improvements to aid those with a visual impairment	Caretaker	Maintenance of external steps and manhole covers highlighted in yellow/non-slip paint	Maintenance budget	Ongoing	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Improvements to aid access those with an impairment	HT	Tactile signs when signs need replacing Adaptations to equipment as and when necessary	Cost of adaptations	Ongoing	More independent access for pupils with an impairment or disability
Improve signage to indicate access routes around school	SENCO	Signs indicate disabled parking bay.	Cost of signs where needed	Ongoing	Disabled pupils, parents and visitors aware of wheelchair access to parts of the school
Safe access around exterior of school	Caretaker	Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise	Cost includes grounds maintenance contract	Ongoing	Disabled people to move unhindered along exterior pathways
Disabled parking	HT	Ensure disabled parking space is always available for parents and pupils	None	Ongoing	Disabled badge holders always able to access disabled parking, when required. Prompt action taken for users who do not park appropriately.
Access to Written Information					
Availability of written material in alternative formats	DHT	All staff and parents aware of services available for requesting information in alternative formats	Contact details and cost of translation/adaptation	Depending on need	Written information available in alternative formats and languages, on request All admin staff, parents and community users know how to access alternative formats
Improvements to help those with hearing loss	HT	Hearing loop fitted in main reception/hall Obtain quotes and identify possible funding	Cost of hearing loop	Depending on need	Communication improved for pupils, parents and visitors with a hearing impairment

## Appendix

### Reasonable adjustments in the classroom: a check list

This is not an exhaustive list of every aspect of planning, it is a list of practical classroom arrangements that teachers may find useful in thinking of a range of adjustments they might want to make.

<p><b>1. Pre-planning information.</b></p> <ul style="list-style-type: none"><li>• Have you been given information on the nature and degree of impairment and the access needs of the disabled pupils in the class?</li><li>• Have you been shown or do you know how these disabled pupils access needs and personal care needs will be met in the class?</li><li>• If you don't know how the disabled pupils needs will/can be met seek advice from SENCO, Head or Deputy or from other agencies such as Educational Psychologists, Advisory Teacher or Health Professionals.</li></ul>	
<p><b>2. What preparation have you made with the class/ group for:</b></p> <ul style="list-style-type: none"><li>• one to one peer support</li><li>• collaborative teaming</li><li>• group work</li><li>• valuing difference of race, gender, ethnicity, disability or religion</li><li>• How do you ensure that mutual respect is encouraged within your classroom? Are you clear about how to deal with bullying and harassment in the class?</li></ul>	
<p><b>3. Lesson planning: how will you support the needs of all learners?</b></p> <p>Consider:</p> <ul style="list-style-type: none"><li>- timing,</li><li>- variation of activities,</li><li>- types of activities [concrete/abstract],</li><li>- reinforcement of key ideas,</li><li>- extension work</li><li>- recall of previous work,</li><li>- links to future work,</li><li>- clear instructions.</li></ul> <ul style="list-style-type: none"><li>• Will the content of the lesson engage all pupils from the beginning? Will there be sufficient variation in activities and pace to engage all?</li><li>• Are you able to access specially adapted equipment for some students to</li></ul>	

<p>enable them to participate fully?</p> <ul style="list-style-type: none"> <li>• If not, can an alternative way be found?</li> <li>• Will the diversified and differentiated work allow all pupils to experience success at their optimum level?</li> </ul>	
<p><b>4. What different teaching styles are you going to use?</b></p> <ul style="list-style-type: none"> <li>• Visual e.g. use photos, mind maps, maps and diagrams, pictures, film clips, wall displays?</li> <li>• Auditory e.g. use storytelling, talking, effective questions, problem solving, clear sequencing, music, singing?</li> <li>• Kinaesthetic e.g. use movement, role play, artefacts, use the environment</li> </ul>	
<p><b>5. Prepared materials</b></p> <ul style="list-style-type: none"> <li>• Are written materials accessible to all: formats; readability; length; content?</li> <li>• Scaffolding [practical materials] e.g. writing frames, pictograms, sounds, pictures, objects, artefacts, word lists, number lines, etc, are they accessible to all?</li> <li>• Appropriate use of augmented communication and ICT</li> </ul>	
<p><b>6. Self-presentation</b></p> <ul style="list-style-type: none"> <li>• Have you thought about how you will: react to situations of stress, humour, seriousness, embarrassing questions; offer encouragement to all; challenge the behaviour not the child?</li> <li>• Are all the students aware that you might approach the behaviour of some students in a different manner to the rest of the class?</li> <li>• How will you use your voice in the lesson, eg: volume, tone, and make sure all children are understanding you?</li> <li>• Where will you position yourself in the classroom and when?</li> </ul>	
<p><b>7. Use of support staff</b></p> <ul style="list-style-type: none"> <li>• Have you met with or at least communicated with support staff before the lesson?</li> <li>• How are you going to use other adult support in the lesson?</li> <li>• <i>Does their use allow all children to be equally included in the class activities?</i></li> <li>• If you are using support staff for withdrawal, how do you know the pupils are gaining from this?</li> <li>• If you are using withdrawal, how are the groups organised?</li> </ul>	
<p><b>8. Classroom organisation</b></p>	

<ul style="list-style-type: none"> <li>• Is seating carefully planned and/or the activity accessible for pupils with: <ul style="list-style-type: none"> <li>- mobility impairments e.g. circulation space, tableheight</li> <li>- hearing impairments e.g. sight line for lip reading/ interpreter/ noglare</li> <li>- visually impaired e.g. maximise residual sight, if touch canreach</li> <li>- pupils with challenging behaviour e.g. in adult gaze; at front for eye contact</li> <li>- pupils with short attention span/easily distracted, eg: sit onown</li> <li>- learning difficulties who need a lot of support, eg: next to peer supporter</li> <li>- short attention span, eg: distraction free zone</li> </ul> </li> <li>• What seating plans are you using and why?</li> <li>• Will seating plans make use of peer support and how?</li> </ul>	
<p><b>9. How will you organise and group pupils in lessons?</b></p> <ul style="list-style-type: none"> <li>• Friendship groupings?</li> <li>• Mixed sex/same sex groupings?</li> <li>• Mixed ability/same ability groupings?</li> <li>• Specific pairs of pupils working together, eg: stronger reader/weaker reader?</li> </ul>	
<p><b>10. How will you deal with unexpected incidents?</b></p> <p>Are you aware of the systems for dealing with unexpected incidents, eg: evacuation, fainting or fits, incontinence, medical emergencies?</p>	
<p><b>11. How will you ensure that all students feel equally valued through their experiences of:</b></p> <ul style="list-style-type: none"> <li>• the allocation of teacher and support staff time;</li> <li>• being listened to/ paid attention to;</li> <li>• being respected;</li> <li>• achieving;</li> <li>• interacting with their peers.</li> </ul>	
<p><b>12. How will you assess the outcomes?</b></p> <ul style="list-style-type: none"> <li>• Do you have a scheme for assessing the achievements of all?</li> <li>• Have you looked at alternative forms of assessment? e.g. video recording progress, peer evaluation, self-evaluation?</li> <li>• How will you involve pupils in assessing their progress?</li> </ul>	

