



# Cowling Community Primary School



## Accessibility Plan

September 2025-September 2028

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is 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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Cowling Community Primary School is a place where every child has the chance to shine. This underpins everything we do and we will support every child to achieve their very best.

We ensure our children value difference and show high levels of respect and courtesy. All members of our school promote an inclusive, welcoming and safe community, which meets the needs of all. We believe in working together to make our school, community and world a better place. At Cowling Community Primary School, we celebrate the diversity of the world and help our children broaden their horizons.

We support all aspects of our children's health and well-being and prepare them to meet the challenges and issues faced in the modern world. Our children are encouraged to remain motivated by long-term goals, seeing links between the effort they make now and the benefits they will see in the future. We encourage them to persevere through and learn from any setbacks they encounter. We promote positive moral attributes (courage, honesty, generosity, integrity, social confidence and a sense of justice).

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. North Yorkshire Council requires schools and service providers to maintain accessibility plans under the Equality Act 2010, focusing on improving curriculum access, the physical environment, and information accessibility for disabled individuals. The plan must also show how the school will improve the way disabled students access information that is already available to those students who are not disabled.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

## 2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> <li>• Our school offers a progressive curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Effective communication and engagement with parents.</li> <li>• Training for all staff on adaptations to the curriculum to increase access to the curriculum for all pupils.</li> <li>• To provide specialist equipment to secure participation in learning by all pupils</li> <li>• Adaptions are made to the curriculum and assessments to meet the needs of individual learners</li> </ul>	<p>Termly support plan meetings and reviews. Regular meetings and communication with parents including termly curriculum information. Parent information meetings or correspondence.</p>	<p>SLT Class teachers  SENCO and curriculum leads</p>	<p>On-going</p>	<p>Parents/Carers fully informed about progress and engage in their child's learning.</p>
			<p>SENCO to arrange training on adaptations and provide all staff with example of good practice through NASEN. SENCO to provide support if needed on specific pupils' needs.</p>	<p>SENCO/SLT</p>	<p>July 2026</p>	<p>Increased access to the curriculum. Needs of all learners met.</p>
			<p>SENCO to assess the needs of all children and provide equipment as needed (eg reading pens and table blocks etc).</p>	<p>SENCO</p>	<p>Equipment to be reviewed termly in the support plan cycle.</p>	<p>Children will be more independent in the learning and increased access to the curriculum.</p>
			<p>Pastoral support through timetable ELSA sessions. Individual speech and language therapy sessions. Use access arrangements protocol for all assessments and National tests.</p>	<p>SENCO, Class teacher SLT</p>	<p>July 2026  Ongoing</p>	<p>Needs of all learners are met enabling positive outcomes and progress is made.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled toilets and changing facilities</li> </ul>	<ul style="list-style-type: none"> <li>• To ensure that access and information for visitors with disabilities are clear and effective.</li> <li>• To ensure accessibility arrangements are in place for any new pupils or staff requiring physical adaptations.</li> <li>• To maintain safe access around the interior of the school.</li> </ul>	<p>Maintain ramp access; ensure pathways around school are kept clear of obstruction and vegetation; access advice on website; review signage and staff.</p> <p>Review and awareness of flooring, furniture and layout in planning for all pupils and visitors.</p> <p>Work alongside NYC SEND Hub, OT if required and property team to assess and implement reasonable adjustments.</p>	<p>SLT</p> <p>SLT</p> <p>SLT/SENDCO</p>	<p>July 2026</p> <p>Ongoing</p> <p>As required (within 3-6 months)</p>	<p>Safe and inclusive access for all members of the school community.</p> <p>Improved accessibility and information for visitors, pupils and families.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources are available if required</li> <li>• Pictorial or symbolic representations</li> <li>• Information on website accessible to all.</li> <li>• Admin staff help parents access school information and complete forms.</li> </ul>	<ul style="list-style-type: none"> <li>• Languages other than English to be visible around school.</li> <li>• Information for parents/carers to be clear for all.</li> <li>• Ensure all staff are aware of accessible formats.</li> <li>• To ensure parents/carers unable to attend meetings due can access them online.</li> </ul>	<p>Welcome signs in various languages to aid and support access and understanding.</p> <p>Admin staff trained to use translating software.</p> <p>Information in newsletters and letters is in clear print and easily understandable.</p> <p>Offer remote meetings or phone calls</p>	<p>SLT</p> <p>Admin</p> <p>SENCO</p> <p>Class teacher</p>	<p>September 2026</p> <p>December 2025</p>	<p>All families feel welcome and have a clear understanding of school procedures.</p> <p>Parents feel that communication is effective and easily understood.</p> <p>EAL families supported by translation apps.</p> <p>All parents remain informed and involved in their child's education.</p>

## **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher.

It will be approved by the governing board.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy