



Accessibility Plan
Cockington Primary School
2017-2020

The Legal Framework & Schools Planning Duty

1.1. Under Part 4 of the Disability Discrimination Act (DDA) 1995 (as amended by the Special Educational Needs and Disability Act 2001 and the Equality Act 2010) schools must not discriminate against disabled pupils, they must not treat them less favourably and must actively make reasonable adjustments to ensure that they are not at a substantial disadvantage.

1.2. This Accessibility Plan has been produced as part of that duty; its purpose is to show how the school intends to proactively improve the accessibility of three key areas of school life for those who have a disability over the next three years.

1.3. 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 DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

1.4. In line with the legislation the plans 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;
- And, improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

1.5. This duty is anticipatory and the school has planned for the current and future needs of its pupils.

1.6. Attached as Appendix 1 is an Action Plan that sets out a programme of planned improvements and actions which the school will undertake over the next three years. A success criterion and a review period have been set so that progress and outcomes can be measured.

2 Schools Ethos & Mission Statement

2.1 At Cockington Primary School we are committed to ensuring equality of opportunity. This means not simply treating everybody the same but understanding and tackling the different barriers which could lead to unequal outcomes for different groups of pupils in school.

2.2. This is reflected in the school’s mission statement that all children should ‘believe, achieve and succeed’ and the Trust’s principles that:

- The Trust will not directly or indirectly discriminate against, harass or victimize disabled children and young people



- The Trust must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- The Trust must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people.
- The Trust should ensure decisions are informed by the insights of parents and those of children and young people themselves who will be fully involved and have regular meetings and updates
- The Trust should have high ambitions and set stretching targets for them
- The Trust will keep under review the additional or different provision that is made
- The Trust will promote positive outcomes in the wider areas of personal and social development, and ensure that the approaches used are based on the best possible evidence and are having the required impact on progress
- The Trust will work in a multi-agency way, liaising with external professionals from all areas connected to the child.

2.3. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

- The Special Educational Needs & Disabilities (SEND) Policy
- Cockington's SEND Offer
- Health and safety Policy

Copies of these are available on the school's website.

2.4. It will be the responsibility of the whole school community to implement and follow the principles of this plan.

3. Current Good Practice which supports this duty

Cockington offers a differentiated curriculum for children of all abilities and uses specific resources to ensure all pupils are able to access the curriculum fully

3.1. Action has already been taken by the school to improve and support children with disabilities accessing the curriculum. These actions includes:

- Providing 1:1 support
- Flexible class structures and deployment of
- A designated room for thrive
- Individual education plans
- Comprehensive pastoral team Teaching Assistants trained in speech and language
- Designated attachment lead champion
- Makaton friendly Early Years environment
- Wide range of speech and language training
- Fully trained Thrive practitioners



- First Aid and use of Epipen training

In addition, transitional planning as children move from class to class, phase to phase and school to school is overseen by the school's Special Educational Needs Coordinator (SENCo).

The SENCo will read records of all new children entering the school and liaise with their current provider to check for information on possible needs – this pre-planning stage includes giving the child and parent/carer a tour of the school to see if there are any issues which might need addressing. The SENCo investigates any action needed and works with the teacher, parents/carers and outside agencies to implement them.

Specialist services the school works closely with include:

Advisory Teacher for Hearing Impaired

Advisory Teacher for Visual Impairment from WESC, Exeter

Disabilities Support Workers

Occupational Therapists

Behavioural outreach support

The SENCo will make sure all staff are aware of the child's needs and meet regularly with the class teachers to ensure that children are achieving their potential and pick up any arising new issues. Regular check-ins with the pastoral team are part of this monitoring process.

3.3. Action has also been taken by the school to ensure pupils with disabilities can access the school's physical environment; this has included:

- Ensuring all floors of the building are accessible either via
- Ensuring corridors and classrooms are well lit
- Ensuring there is a designated accessible toilet ☒ Ensuring there are dedicated quiet areas

3.4. The school has taken action to improve access to information through:

- The pre-planning for any special circumstances such as making use of adult readers
- Teachers flagging up the days lunch menu on the white board and discussing with children each morning

4. Review and Implementation

4.1. This Action Plan will be reviewed and monitored annually by the Senior Leadership Team

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 will be assessed to see if they are still valid and if so carried forward with a new review date.



Action Plan 2017-2020

1. Access to the curriculum

priority	Lead	Strategy/Action	Resources	Success criteria	Review date	Achieved
Extension of motor skills into year 2 and KS2	SENCo	Year 2 LSA's to start morning motor skills group mirroring Year 1	LSA Monitoring of resources already bought No further cost	More children having motor skills sessions. Improvement in fine motor skills.	July 18	
Ongoing training programme for staff	SLT/SENCo	Awareness of equality act First aid/Epipen	Ongoing No further cost	Staff have skills and tools to handle a range of needs	July 18	
Support access to ICT equipment.	SENCo/AT	Purchase of super mouse for EYFS & 1 extra for laptops	81 x 2 = £162	All children able to access computers	July 18	
Extension of Makaton use into KS1	SENCO/AHT	Training required. All adults to be using Makaton in class	£100 per person. 5 LSAs to be trained £500	Language is being supported through use of makaton	July 18	

2. Access to physical environment

priority	Lead	Strategy/Action	Resources	Success criteria	Review date	Achieved
Support access to Smart boards for EYFS/KS1		Purchase 9 x whiteboard steps	186 x 9 1,674	Children can access smartboards	July 18	
Improve internal way finding for those with VI	H&S lead	Consider visual alarm system	Cost unknown		July 18	
Ensure all those with a significant disability	H&S SENCo		No cost	Successful evacuation of children with	July 18	



have a PEEP for fire evacuation.				disability during fire practice		
Ensure appropriate use of colour schemes in routine maintenance		Review colours used to decorate classrooms e.g. Lack of tonal contrasts	Cost to be incurred from maintenance budget		ongoing	

3. Access to written Information

priority	Lead	Strategy/Action	Resources	Success criteria	Review date	Achieved
Languages other than English to be visible in school	EAL co-ordinator	Review display boards and school welcome signs	No costs	Increased confidence in the school from parents of EAL children	July 18	
To ensure that all parents and other members of the school community can access information	AHT/SENCo admin	Written information will be provided in other formats as necessary.	Polish interpreter already employed. Investigate other translators as necessary	Written information will be provided in other formats as necessary.	July 18	