



Coaley C of E Primary Academy

Diocese of Gloucester Academies Trust

Accessibility Plan

Status & Review Cycle: Statutory and annual

Responsible group: The Trust with LGB amendments to setting and ratification

Implementation date: January 2025

Next Review Date: January 2028

Aims of the Accessibility Plan

This plan outlines how Coaley C of E Primary Academy aims to improve and increase access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010.

A person has a disability if 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.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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 Trust must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board 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 and carers

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

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The accessibility audit

1.1 The governing board will undertake a regular Accessibility Audit.

1.2 The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

1.3 When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia.

1.4 The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

1.5 All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

1.6. The actions that will be undertaken are detailed in the following sections of this document.

Access to Curriculum – action plan				
Action	Who	Timescale	Success criteria	Complete
Ensure compliance with the SEND code of Practice	SENDCO	Ongoing	School complies with all legal requirements	Yes
Learning aids and scaffolds produced to support learning	SENCO Class Teachers	Ongoing	Resources from whole school training are produced and available for use (e.g. dyslexia friendly resources and resources for visually impaired pupils)	In line with current needs
Intervention training for support staff	SENCO Teaching Assistants	Ongoing (as needs change and arise)	Support staff demonstrate increased knowledge and provide appropriate resources and provision for pupils	In line with current needs
Termly pupil progress meetings to assess and address pupil needs.	SENCO Headteacher Teachers	3 x a year	Pupil needs reviewed and addressed.	In line with pupils' personal plans
Training for teachers on adapting the curriculum for disabled pupils as required.	SENDCO Headteacher	Ongoing (as needs change and arise)	Teachers are able to meet the requirements of disabled children's in accessing the curriculum.	Yes
Staff trained to meet individual medical needs of pupils where applicable.	SENDCO School Business Manager Headteacher All staff	Ongoing (as needs change and arise) - Annually as minimum	Staff completed training for specific needs (e.g. Annual Epi pen training, Epilepsy, diabetes awareness training for relevant staff)	Yes - in line with pupil needs

Access to the Physical Environment – action plan				
Action	Who	Timescale	Success criteria	Complete
Ensure each area of the school has wheelchair access.	School Business Manager Headteacher	Ongoing	The environment is adapted to meet the needs of pupils	Yes
Develop a disabled access toilet	Headteacher School Business Manager	Ongoing	A disabled access toilet is available for the whole school, with space available should a changing facility be required.	Yes
Ensure emergency systems include visual alarms	Headteacher School Business Manager	Summer 2026	Visual alarms installed (flashing light during fire drill)	
Ensure appropriate lighting is used during worship / in the hall to support all learners	SENDCo Headteacher Class Teachers	Ongoing	The environment is adapted to meet the needs of all pupils	Yes
Ensure all new internal doors accessible for wheelchair users.	Headteacher School Business Manager	Ongoing	Newly installed doors to be wheelchair accessible.	Yes

Access to Information– action plan				
Action	Who	Timescale	Success criteria	Complete
Understand pupils' needs and ensure information is available in appropriate formats <ul style="list-style-type: none"> • Large print • Braille • Pictorial or symbolic representations (using Widgit) 	SENCO	When required	Pupils have access to curriculum and school information in formats that meets their needs	Yes
Ensure signage is suitable for non-readers, is clear and well positioned	Headteacher SENDCo	When required	Pupils are able to navigate the school regardless of any disability	Yes
Ensure the school is aware of LA services for converting written information into alternative formats	Headteacher SENDCo	When required	Pupils have access to curriculum and school information in formats that meets their needs	Yes

