Cobbs Brow Primary School

Accessibility Policy and Action Plan

November 2025

1. 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.

2. Statement of Intent

Schools' duties around accessibility for disabled pupils

This plan outlines how Cobbs Brow 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).

The Accessibility Plan is listed as a statutory document in the Department of Education's guidance on statutory guidance for schools. The Plan must be reviewed every 3 years and approved by the Governing Body. The review process can be delegated to the Governing Body, an individual or the Head. This plan will be monitored by the Headteacher, Senior Leadership Team, SENCO and SEN governor. The current plan is attached with this document.

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

At Cobbs Brow Primary School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Cobbs Brow Primary School Accessibility Plan has been developed and drawn up based upon current information about pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

Cobbs Brow 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.

This 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 disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are non-disabled; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools 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 time-frame;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks, recording and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

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 Policy
- Emergency Plan
- Equal Opportunities Policy
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy

The Accessibility Plan for physical accessibility relates to the access 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 on-going 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 through the full governor meetings. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

3. Aims and Objectives

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.
- To fully meet the medical needs of children in our care.

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

4. Current good practice

We aim to ask about any SEND, additional or medical needs in early communications with new parents and carers. For parents and carers of children already at the school, we collect information regularly and have an open door policy to enable parents to share views or concerns; we also have parents' evenings twice a year and regular SENDCO drop-in sessions. We also have communications through our 'Seesaw' platform.

Physical Environment ALL pupils have the opportunity to participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. All children can access the parts of the school that they need to with little or no adult assistance. Various changes and additions are made on an individual level depending on outcomes of environmental audits and external professional advice e.g. physiotherapist, specialist teachers etc.

Curriculum

Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment. Staff are very aware of how they can adapt and remove barriers to the curriculum or activity to allow all children to take part and the school do their utmost to provide resources and equipment to allow them to do so. Other issues affecting the participation of pupils, for example medical need are addressed through the relevant policies; administration of medicines, the provision of intimate care etc.

Information

Different forms of communication are made available to enable all pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available.

5. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

a. **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.
b. **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.
c. **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.

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

a. **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
b. **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired

c. **Visual disabilities** – this includes those with visual impairments and sensitivities g. Auditory disabilities – this includes those with hearing impairments and sensitivities

d. **Comprehension** – this includes hidden disabilities, such as autism, ADHD and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

6. Action plan

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

Contextual Information

The school is set out primarily on one level. All school entrances and exits are at ground level and allowing ease of access for those experiencing mobility issues. The school has toilet facilities and priority parking for the disabled. The school will take into account the needs of pupils, parents, staff, governors and other users with physical difficulties and sensory impairments when planning and making further improvements and refurbishments of the premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. The plan is also available on the school website or on request to the Head teacher, in the following formats: e-mail, enlarged print version, other formats by arrangement

The plan below incorporates 3 main areas:

1. Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education).
2. Increasing access for disabled pupils to the school curriculum (this includes improvements to the physical environment of the school and physical aids to access education).
3. Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

7. Monitoring arrangements

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

8. Links with other policies

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

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities
- Inclusion
- Health and safety policy

Cobbs Brow Primary School Accessibility Plan 2025-2028

1. Increase access to the curriculum for pupils with a disability

Our aim at Cobbs Brow Primary is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Targets/Issue	Current best practice	Actions and strategies	Person responsible	Date to complete actions by	Success criteria
Embed adaptive teaching within all areas of the curriculum.	- Our school offers an ambitious curriculum for all pupils that is adapted to meet the needs of the individual. - We use resources tailored to the needs of pupils who require support to access the curriculum. - Curriculum progress is tracked for all pupils, including those with a disability. - Targets are set effectively and are appropriate for pupils with additional needs. - The curriculum is reviewed to ensure it meets the needs of all pupils. - Designated staff members receive appropriate training eg accessing training from SALT - We use resources tailored to the needs of pupils who require support to access the curriculum - Curriculum resources include examples of people with disabilities	- Audit Staff strengths/gaps in knowledge in relation to different areas of need. i.e. dyslexia, dysgraphia, ASD, ADHD. - Internal and external training from outside agencies- Autism support team, Speech and language, EP and OT etc . - TA training on adapting lessons and using scaffolding for pupils with additional needs. - Staff meetings addressing inclusive practice and SEND procedures. SENDCO to do 1:1 sessions with teachers who need bespoke guidance for pupils. - New staff to have SEN included in their induction to understand the needs of their class.	Head/SLT SENDCO	Ongoing	- Teachers consistently plan lessons that anticipate a range of learner needs and include built-in adaptations. - Learning activities are flexible, offering multiple entry points so all pupils can access the curriculum. - Assessment information is used proactively to adjust teaching in real time and to inform next steps. - Scaffolds and supports are routinely available, such as visual aids, structured templates, manipulatives, or vocabulary support.

• Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils	• Staff to be trained in subject specific adaptations from subject leads – what does SEND look like in their subject?			• Higher-ability pupils are challenged appropriately through extension tasks, deeper-thinking questions, and enrichment opportunities. • Pupils develop independence because adaptations are designed to reduce over-reliance on adult support. • Classroom environments are inclusive, with resources and layouts that enable all pupils to engage meaningfully. • Teachers demonstrate strong subject knowledge, enabling them to flexibly reshape explanations or models as needed. • Consistency across the school ensures adaptive teaching practices are evident in all subjects and year groups. • Monitoring and feedback systems show that adaptive teaching improves pupil engagement, progress, and confidence.

2. Improve and maintain access to the physical environment

To improve the physical environment of the school and physical aids to increase the extent to which disabled pupils can take advantage of education and associated services.

Targets/Issue	Current best practice	Actions and strategies	Person responsible	Date to complete actions by	Success criteria
To evaluate and adapt classroom environments to meet the sensory needs of all pupils, considering visual, auditory, tactile, and other sensory requirements.	The environment is adapted to the needs of pupils as required. This includes: • Ramp to Tiny Acorns room • Corridor and door frames are wide enough to access using a wheelchair • Disabled parking bay • Disabled toilet with hand rails • Access to all classrooms is at one level and no steps have to be negotiated • Single level path around the perimeter of the school building Designated staff members receive Moving and Handling training where appropriate. Care plans in place for all children with high level of physical or medical needs, outlining accessibility needs that are being met. Advice sought from specialist teacher if needed.	• Conduct a sensory audit of each classroom to identify potential sensory barriers or overstimulation for pupils with additional or medical needs, i.e. epilepsy • Adjust lighting, noise levels, and visual stimuli to create a calm and supportive learning environment. • Provide a range of sensory resources (e.g., fidget tools, textured materials, noise-reducing headphones) to support individual needs. • Train staff on recognizing and responding to sensory sensitivities and how to implement environmental adjustments. • Regularly review and update classroom layouts and resources in consultation with specialists (e.g., Occupational Therapists, Educational Psychologists). • Gather feedback from pupils and parents regarding the sensory environment and its impact on learning and well-being.	Head/SLT/SENDCO	Ongoing	• Classrooms are adapted to reduce sensory overload, providing a calm and supportive learning environment for all pupils. • Pupils with sensory needs are able to engage more fully in lessons and participate in classroom activities with minimal disruption. • Staff demonstrate increased awareness and understanding of sensory needs and consistently apply strategies to support pupils. • Sensory resources (e.g., fidget tools, noise-reducing headphones, tactile materials) are readily available and effectively

| | We access support from NHS staff eg: Occupational Therapist or Physiotherapist where appropriate.

The equipment within the school for pupils with physical difficulties meets their individual needs and that identified staff are fully trained to use them.

Corridors are clearly accessible throughout school. | | | | used to support individual needs.

• Positive feedback is received from pupils and parents regarding the classroom environment and its impact on learning and well-being.

• Specialist guidance from Occupational Therapists or other professionals is routinely implemented and reviewed to improve sensory accessibility.

• Regular reviews of classroom layouts and resources ensure ongoing responsiveness to changing pupil needs. |

3. Improve delivery of information to pupils with disabilities within school and the wider community

Improving the delivery of written information to disabled pupils, parents and the school community.

Targets/Issue	Current best practice	Actions and strategies	Person responsible	Date to complete actions by	Success criteria
Raise the awareness of adults working in the school on the importance of good communication systems	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations We use visuals to support children's understanding as appropriate eg: • there is a visual timetable in each class for those children requiring them • individual children use now and next boards • Staff use symbols attached to their lanyards to support individual children eg 'stop' sign. Designated staff members receive Moving and Handling training where appropriate. Care plans in place for all children with high level of physical needs outlining accessibility needs that are being met.	Staff Training Workshops • Deliver termly training sessions for all teaching and support staff on effective communication strategies, including the use of clear language, visual supports, and active listening skills. • Develop use of Makaton and PECS to support early communication. • Include specific modules on communicating with pupils with SEND, EAL learners, and families with additional communication needs. Review and Update Communication Tools • Audit current communication tools used in classrooms (visual timetables, signage, symbols, communication books). • Provide updated or enhanced resources where gaps are identified and train staff in using them consistently. Establish Clear Communication Protocols • Create simple, school-wide guidelines on how information is shared between staff, pupils, and families	Head/SLT/SENDCO	Ongoing	• All adults in the school develop a stronger understanding of how effective communication supports learning, inclusion, and wellbeing • Staff gain increased confidence in using a range of communication strategies and tools. • Information is shared more clearly and consistently across the school community. • Classroom environments become more communication-friendly and accessible for all pupils. • Pupils with additional needs benefit from improved consistency and clarity in communication. • Communication systems across the school become more cohesive, efficient, and supportive of positive

	Advice sought from specialist teacher when needed. We access support from NHS staff eg: Occupational Therapist or Physiotherapist where appropriate.	(e.g., daily logs, handover sheets, digital platforms). • Ensure all adults understand expectations for reporting concerns, sharing updates, and following communication lines. Collaborate With Specialists • Invite speech and language therapists or communication experts to provide practical advice, model strategies, and answer staff questions. • Use specialist recommendations to shape classroom practices and communication resources. Create Communication-Friendly Environments • Ensure classrooms and shared areas are labelled clearly with consistent visual signage. • Promote accessible displays, quiet spaces, and predictable routines that support clear communication for all pupils.			relationships with pupils and families.