

Colton Primary School

Accessibility Plan 2023-2025



Colton Primary School aims to be a vibrant learning community where everyone feels safe and happy in a culture of tolerance and respect. Children and staff are supported and challenged to achieve their full potential with positive regard to gender, religion, age, economic background, disability and ethnicity. The needs of the whole child are at the centre of our inclusive environment.

Attainment and progress are valued in order to ensure children are confident, independent learners who are not afraid to ask questions of themselves and others. Colton Primary School fosters positive attitudes to learning, where children embrace their mistakes as the next steps along their educational journey. We aim to develop resilient, inquisitive learners; children who love learning and are intrinsically motivated who leave our school confident in their abilities and eager to continue their education and personal development.

“Everyone Successful Everyday”

Date of policy review: November 2025

Headteacher: Caroline Johnson

Chair of Governors : Nicola Welsh

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in relation to Disability, of the Equality Act 2010. The Trust Board and the Local Governing Body are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation.

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

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

At Colton Primary School we ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimization (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes Gender Reassignment (also known as Transgender).

The Accessibility Plan will be published on the school website.

Definition of special educational needs in this policy, ‘special educational needs’ refers to a learning difficulty that requires special educational provision. The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Our Special Educational Needs Policy and Information Report outlines the school’s provision for supporting pupils with special educational needs and disabilities (SEND), and the Trust Equality Policy explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Improving access to the curriculum				
Target	What we already do well at Colton	Next steps/ actions to be taken	Person responsible	Date to complete actions by
Access to learning in class provision	Our school offers a broad, balanced and inclusive curriculum for all pupils	Review children's access to curriculum during whole school monitoring	Karen Weddle -SENDCO/ DHT All staff	Termly
	We use resources tailored to the needs of pupils who require support to access the curriculum	Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed	All staff	Termly or as required if needs within the school change
	Curriculum resources include examples of people with disabilities	Ongoing monitoring from SENDCO via observations and pupil voice	SENDCO	At least termly
	Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively on provision map, reviewed termly and shared with parents through assess plan do meetings. The curriculum is reviewed annually to make sure it reflects our school meets the needs of all pupils	Liaise with external professions e.g. SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations	SENDCO and school staff	As required
All school visits and enhancements need to be accessible to all pupils	All children are offered a place on school visits and after school clubs Support is offered for children to access after school clubs where required	Risk assessments to ensure that all children including children with physical disabilities can access visits. Visits are vetted for suitability and access Staff are briefed about the SEND needs of pupils before the visit	SENDCO and school staff	As required

Improving access to the curriculum				
Target	What we already do well at Colton	Next steps/ actions to be taken	Person responsible	Date to complete actions by
Review the PE curriculum to ensure PE is accessible to all pupils	All pupils access PE and reasonable adjustments are made to ensure all children are successful	PE curriculum includes disability sports	PE lead and SENDCO	We review our curriculum annually or as needs change in school
Ensure disabled children can take part equally in whole school events and lunchtime	Whole school events and lunchtime activities are accessible to all pupils	Ensure any new event or lunchtime activity is adapted to ensure it is accessible to all pupils	SENDCO	Termly or as required if needs within the school change
Ensure all staff have specific training on disability issues	Staff audit of skills, staff have access to CPD	Identify training needs at regular meetings, raised confidence of support staff	SENDCO	Termly or as required if needs within the school change
Raised awareness of disability issues, including harassment	PSHCE curriculum is taught by subject specialist weekly	Assemblies to teach awareness and celebrate diversity Opportunities for children to meet positive disabled role models PSHCE lessons	Teachers Pastoral lead SENDCO	At least termly
Support children with mental health needs well	Provision for children with mental health needs is good School has access to support from Mind mate professionals every 3 weeks Pupils are referred to SENDCO or Mindmate Pupils are identified for additional support and intervention	Mind mate training for all staff Support from Cluster and Mind mate for complex SEMH needs	Teachers, Headteacher, SENDCo, Maths & English Subject Leaders	Termly Pupil Progress meetings

	Children's SEMH needs are assessed termly and support and intervention groups are set up			
Improving communication				
Target	What we already do well at Colton	Next steps/ actions to be taken	Person responsible	Date to complete actions by
Communication with Parents	<p>Parent/school communication is strong</p> <p>Parents message staff via Tapestry and email</p> <p>Parents confidently contact SENDCO for support and advice</p> <p>Parents meet regularly with SENDCO and school staff to access further support and advice through at Assess, Plan, Do, Review meetings</p>	<p>Ensure parents have access to our SEN provision/SEN school offer currently on the school website.</p> <p>Ensure parents meet and can contact the SENDCO</p> <p>Ensure that the annual report to parents of SEND is accessible and informative for parents.</p> <p>SEND pupils are given opportunities to share their concerns, their views and their ideas.</p>	<p>SENDCO</p> <p>School staff</p>	Ongoing
Communication with pupils	<p>We currently adapt our communication style to the needs of pupils</p> <p>We use visuals, symbols and gestures to communicate</p> <p>We are beginning to use Makaton and basic sign language</p>	<p>Adapt communication method and style depending on the communication needs of pupils</p> <p>Training as required</p> <p>Whole school BSL training</p>	<p>All staff</p> <p>SENDCO</p>	Termly
Whole school communication		<p>Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks</p>	<p>All staff</p> <p>SENDCO</p>	As required

		and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe		
Improving access to the physical school environment				
Target	What we already do well at Colton	Next steps/ actions to be taken	Person responsible	Date to complete actions by
To be aware of the access needs of disabled children, staff, Trustees and parents/ carers	We know our families well and make adaptations where needed to allow all disabled adults and children to access the school environment as easily as possible.	Ensure the school staff & Trustees are aware of access issues ('access' meaning 'access to' and 'access from')	Headteacher, SENDCO and site manager	Annually and ongoing
		Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process	SENDCO	As required
		Ensure staff and Trustees can access areas of school used meetings	Headteacher, SENDCO and site manager	Ongoing
		Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school	Headteacher, SENDCO, office staff	Annually and ongoing
		Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired	SENDCO	As required
Whole school evacuation	Childrens needs are assessed at least annually	Children to have PEEP's if needed. All physically disabled persons can be safely evacuated.	SENDCO	Annually, and as new children join the school

		Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities)	SENDCO/ headteacher/ all staff	Review annually, and as new children join the school
Accessible car parking	Allocated disabled parking available All adults with disabilities can use the school car park for school drop off and pick up if required	Disabled members of staff and visitors have a place to park in the staff car park near the playground gates into the school There is a place for disabled members of staff and visitors to park throughout the school day	SENDCO	Annually, and as new families join the school throughout the year
Improve access for visually impaired people	Lines marked on the playground	VI audit Paint yellow strip marks on step edges around school	Head Teacher Site Manager School Bursar	Annually
Informed decisions are made with regard to accessibility	School is aware of the current needs of our pupils and families	Health and Safety audits are carried out with additional consideration of accessibility	Office staff School Business Manager Headteacher Governor	Termly