

Codnor Community Primary School



Accessibility Plan

February 2026

CODNOR COMMUNITY PRIMARY SCHOOL

Accessibility Plan

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. We are a community school; everyone in our school is important and must be included.

The plan will be made available online on the school website, and paper/accessible 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.

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.

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.

Action plan

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

1. Increase the extent to which pupils with a disability can access the curriculum. Our aim is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils with a disability.

Target/issue	Lead	Actions	Resources	Timescale	Success Criteria
SEND and Additional Needs registers and information kept current.	SENDCo (with other staff).	SEND register on Arbor checked. Additional Needs register checked. Notes and registers updated as necessary. Provision Maps updated.	Non-contact time	Ongoing, checked termly	Up-to-date SEND and Additional Needs Registers, including notes and Provision Maps.
Communication/engagement with parents	SENDCo, ISAT, Compass Changing Lives	Meetings to inform parents about SEND issues (e.g. neurodiversity). Coffee mornings. Maintenance of Parent Hub SEND channel, including termly newsletter.	Non-contact time Refreshments	3x per year	Parents say they feel well informed about issues re SEND.
Training for staff on increasing access to the curriculum for all learners and removing potential barriers.	SENDCo, ISAT	Audit of staff skills/knowledge regarding SEND issues (e.g. autism). Work with ISAT to plan CPD.	Non-contact time	Yearly	Yearly updates for staff result in removal of barriers for all learners.
To ensure the medical needs of all pupils are met within the capability of the school.	SENDCo, paediatric first aiders	Liaise with parents and external agencies. Identify training needs. Make relevant referrals to external agencies.	Staff training	Ongoing	All advice acted upon. Pupils' needs are met, and they are able to access the curriculum.
Specialised equipment used to benefit individual pupils and staff.	SENDCo, ISAT	iPads available to support children with difficulties. Sloping boards for children with physical disabilities. Coloured overlays or coloured paper for children with visual difficulties or dyslexia.	Resources Staff training	Initial resources 27/3/26 Ongoing top-ups	Initial resources in use, staff trained in their use.

Target/issue	Lead	Actions	Resources	Timescale	Success Criteria
		Use of wobble cushions, weighted blankets, pencil grips, fidget toys, chew toys, etc. Monitor and observe use of equipment, e.g. PECS, visual timetable, wobble cushions, etc. Ensure sensory room is fit for purpose.			
Interventions are used appropriately to help children make progress in targeted areas and skills.	SENDCo, ISAT, EYFS staff	Track intervention impact on Provision Maps. Staff interventions to allow for optimum outcomes for pupils with SEND. Run intervention groups across classes/year groups to give more children opportunities to attend interventions. Develop gross and fine motor skills, and sensory interventions.	Resources Staff training	Feb 27	Pupils meet the intervention's intended outcome. Children attending interventions can show their improved skills in classwork and assessments. Interventions promote accelerated progress.

2. Improve access to the physical environment to improve the extent to which disabled pupils can take advantage of it.

Target/issue	Lead	Actions	Resources	Timescale	Success Criteria
Evaluate day and trips to consider individual needs.	SENDCo (with other staff)	Ensure all children are included in risk assessments and appropriate support is put in place so children are able to access the trip to its full extent.	Non-contact time for pre-visits if needed. Risk assessments.	Ongoing	SEND children are able to access all trips.
Ensure all children feel safe and involved at playtimes.	EYFS staff	Staff on duty to involve children in play and to encourage/support those who may be struggling.	None.	Ongoing	SEND children observed to be playing appropriately with peers.
Safe access and use of the outdoor areas.	EYFS staff	Staff in areas to involve children in play and to encourage/support those who may be struggling. Ensure uncluttered access during free flow.	None.	Ongoing	SEND children are able to access free flow outdoor areas safely.
Ensure access for all SEND children at after-school clubs and reasonable	PE/Sports coach, EYFS staff	Audit SEND children use of clubs and extended services. Risk assessments put in place if needed.	None.	Ongoing	SEND children accessing clubs safely and appropriately.

Target/issue	Lead	Actions	Resources	Timescale	Success Criteria
adjustments are made to enable participation.					

3. Improve the availability of accessible information to pupils with SEND and parents with disabilities so that stakeholders feel well informed.

Target/issue	Lead	Actions	Resources	Timescale	Success Criteria
Review website to check accessibility for parents.	Headteacher, SENDCo	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.	Non-contact time	Initial section 27/3/26 Ongoing refreshes	Improved accessibility on website so that all parents feel informed.
Ensure that communications are available in alternative formats.	EYFS staff, Headteacher, SENDCo	Ensure staff are able to use Google Translate to translate any communications and ensure parents know this is available. Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers. Invite parents in who may need support completing forms.	Non-contact time	Initial section 27/3/26 Ongoing refreshes	Parents are able to access all information and complete forms independently or with assistance.