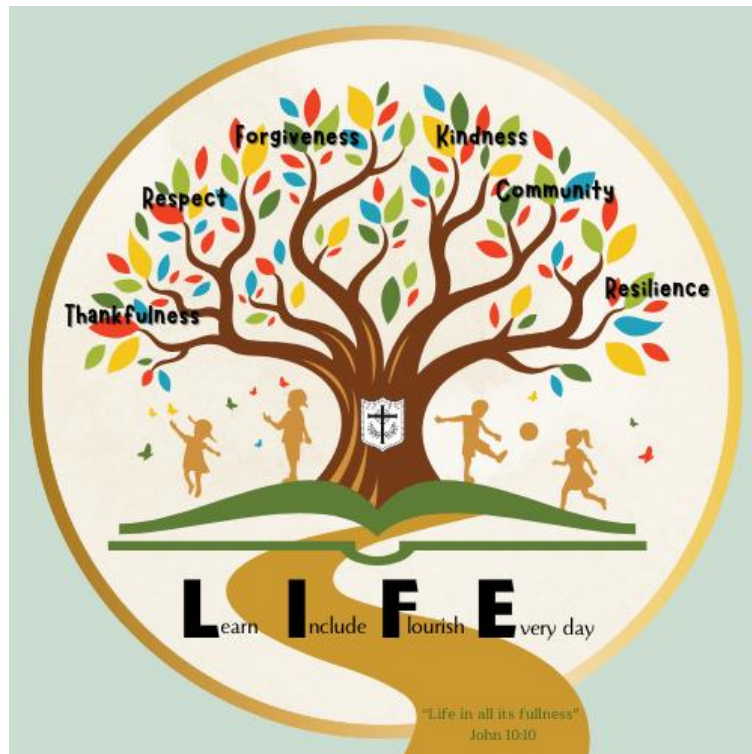
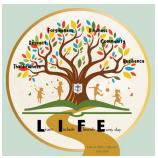


Cotgrave Church of England Primary School



ACCESSIBILITY STRATEGY

Reviewed	Autumn 2015			
	Spring 2019			
	Spring 2021			
	Spring 2023			
	Summer 2025			



Cotgrave Church of England Primary School Accessibility Strategy

Overview

At Cotgrave Church of England Primary School, the Governors and staff strive to provide children with high quality learning opportunities, so that each child attains and achieves all that they have capacity to undertake. The school seeks to promote an ethos of care and trust where every member of the school community feels that they truly belong and are valued.

Our goal, to ensure there are no invisible children, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve. This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

By definition under to the Equality Act 2010 a person has a disability if:

- (a) They have a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Objectives

Cotgrave Church of England 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 as far as reasonably practical. 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.



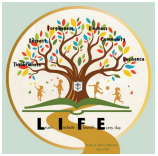
Within this policy we have to take account that much of the school building was constructed in the mid 1800s which imposes access constraints. The Accessibility Plan (see diagram 1) shows access for disabled pupils, staff and visitors to the school at ground level. However, access to first floor classrooms can only be achieved by stairs. The objective under these circumstances will be targeted at changing the ways teaching is delivered. (e.g. moving a classroom to ground floor).

The three key areas of the school's strategy are

1. Increasing the extent to which pupils with a physical disability and/or sensory impairments can participate in the school's curriculum.
 - a. This to be achieved by expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils. 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;
2. Improving and maintaining the physical environment of the school.
 - a. This to be achieved by adding specialist facilities as necessary. This will include improvements to the physical environment of the school and physical aids to access education as far as is reasonably practical.
3. Improving the delivery of information to pupils, staff, parents and visitors with disabilities;
 - a. Examples of how this may be achieved might include hand-outs, timetables, textbooks and information about the school, school events and the information about outside agencies and outreach support that may be available; the information to be made available in various preferred.

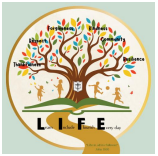
This Accessibility Plan is not stand alone and should be read in conjunction with other school policies, strategies and documents; for example: -

- Behaviour Policy
- Curriculum Guidance
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Guidance



Accessibility Impact Assessment

Accessibility Impact Assessments will be undertaken whenever a new child with additional needs which will impact to the curriculum or environment joins the school (i.e. to ensure that their immediate needs are met). Also, when the school policies are reviewed, to identify short, medium and long-term actions to ensure the school's readiness to meet such needs. The following table of questions provides governors and staff areas to audit/consider; from which the action plan can be developed.



Section: Increase the extent to which pupils with disabilities can participate in the curriculum

Current Good Practice

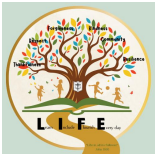
Cotgrave Church of England Primary School demonstrates a strong commitment to inclusive education, particularly in supporting pupils with disabilities to fully participate in the curriculum. The school employs adaptive teaching strategies that tailor content, process, and outcomes to pupils' individual readiness, interests, and learning profiles, which is essential given the high percentage of SEND pupils. Scaffolded learning breaks down tasks into manageable steps with clear instructions and support, enabling pupils with additional needs to access the curriculum meaningfully. The school has invested in creating accessible learning spaces, including appropriate lighting, and sensory-friendly environments, complemented by quiet zones and break areas to support sensory regulation. Inclusive learning materials reflect diverse experiences, promoting a sense of belonging. Pupils and their families are actively involved in planning, ensuring that interventions and curriculum adjustments meet their needs. The school works collaboratively with multi-agency professionals to provide holistic support. Regular review cycles use data and feedback to adapt strategies, while staff benefit from ongoing professional development in inclusive practises and disability awareness. These approaches align well with the school's vision to enable all children to learn, include, and flourish every day, and address Ofsted's emphasis on improving outcomes for SEND pupils through ambitious, well-adapted curriculum provision.

Objectives and Action Plan

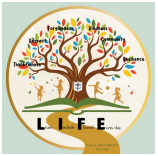
Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
1. Ensure curriculum planning is ambitious and fully adapted to meet the needs of pupils with disabilities	<ul style="list-style-type: none"> - Audit current curriculum plans to identify potential barriers for disabled pupils. - Provide targeted training for 	<ul style="list-style-type: none"> - Curriculum plans demonstrate clear adaptations for disabled pupils. 	SENDCo / Curriculum Lead	Termly review, full implementation



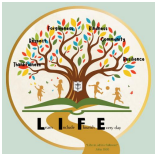
	<p>teachers on curriculum adaptation and differentiation strategies.</p> <ul style="list-style-type: none"> - Implement Individual Curriculum Access Plans for pupils with disabilities. - Use assessment data to tailor curriculum targets and content. - Include opportunities for pupils to apply skills in writing and other subjects, reflecting Ofsted recommendations. 	<ul style="list-style-type: none"> - Staff can articulate differentiation strategies. - Pupils with disabilities show progress in line with ambitious targets. - Increased opportunities for skill application across subjects. 		by end of academic year
<p>2. Increase staff confidence and expertise in delivering accessible and challenging curriculum for disabled pupils</p>	<ul style="list-style-type: none"> - Schedule regular professional development sessions on inclusive teaching and disability awareness. - Share best practice examples within staff meetings. - Facilitate peer observations focusing on inclusive practises. - Provide access to external specialist training and resources. - Encourage reflective practice and feedback on teaching approaches. 	<ul style="list-style-type: none"> - All teaching/support staff complete at least one training session per term. - Peer observation feedback highlights inclusive strategies. - Evidence of improved lesson planning and delivery for accessibility and challenge. 	Headteacher / SENDCo	Ongoing; review termly



<p>3. Enhance pupil voice and family involvement in curriculum accessibility decisions</p>	<ul style="list-style-type: none"> - Establish regular meetings with pupils with disabilities to discuss curriculum access and engagement. - Create mechanisms for families to provide input on curriculum adaptations. - Use pupil and family feedback to inform Individual Curriculum Access Plans. - Communicate clearly with families about curriculum content and support offered. 	<ul style="list-style-type: none"> - Documented pupil and family feedback integrated into planning. - Positive feedback from families on communication and involvement. - Pupils report feeling heard and supported in curriculum participation. - Adjustments made in response to feedback are evident in planning documents. 	<p>SENDCo / Family Liaison Officer</p>	<p>Termly meetings; ongoing communication</p>
<p>4. Develop resources and learning environments to support diverse needs and promote independence</p>	<ul style="list-style-type: none"> - Review and update learning materials to ensure cultural and ability inclusivity. - Maintain and improve physical accessibility of classrooms and outdoor learning spaces. - Provide assistive technology and sensory supports as required. - Ensure quiet zones and sensory breaks are available and well- 	<ul style="list-style-type: none"> - Learning materials reflect diversity and accessibility. - Physical environment meets accessibility standards and is regularly audited. - Assistive technologies are in use and positively impact learning. 	<p>Site Manager / SENDCo</p>	<p>Audit termly; resource updates annually</p>



	<p>utilised.</p> <ul style="list-style-type: none"> - Train staff and pupils on use of assistive resources. 	<ul style="list-style-type: none"> - Pupils use sensory breaks effectively and independently. - Staff and pupils demonstrate competence with resources. 		
<p>5. Monitor and evaluate the impact of accessibility measures on pupil progress and engagement</p>	<ul style="list-style-type: none"> - Collect and analyse data on participation and achievement of disabled pupils. - Use monitoring findings to refine curriculum adaptations and support. - Report progress to governors and stakeholders. - Incorporate accessibility review into school self-evaluation and improvement planning. 	<ul style="list-style-type: none"> - Data shows increasing participation and attainment of disabled pupils. - Monitoring reports evidence targeted improvements. - Governors receive and act on accessibility updates. - Accessibility planning is embedded in school improvement cycle. 	<p>SENDCo / Senior Leadership Team</p>	<p>Data review each term; reporting termly</p>



Section: Improve the availability of accessible information to pupils with disabilities

Current Good Practice

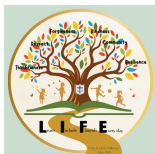
Cotgrave Church of England Primary School demonstrates a strong commitment to making information accessible to all pupils, particularly those with disabilities. The school already provides key documents in a variety of alternative formats, including large print, Braille, audio, Easy Read, and digital formats compatible with screen readers, ensuring that pupils with visual or learning difficulties can access essential information. Clear and concise language is consistently used across communications, supplemented with glossaries for complex terminology, which supports understanding for pupils with SEND and those with English as an Additional Language (EAL). Visual supports such as symbols, diagrams, and images are routinely integrated to aid comprehension, aligning with the school’s ethos of inclusivity and its focus on ensuring all pupils flourish. Additionally, school newsletters and other communications are designed using accessible fonts and layouts, reinforcing the school’s commitment to inclusivity beyond the classroom. Virtual learning platforms in use, Microsoft Teams, are maintained to be fully navigable and user-friendly, allowing pupils with disabilities to engage effectively with remote and blended learning. This approach supports the school’s improvement priorities, particularly in raising outcomes for pupils with SEND and ensuring they have equitable access to the curriculum and school life, consistent with the warm, family environment praised by Ofsted.

Objectives and Action Plan

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
Enhance the accessibility of all school communications	- Audit all existing school communications for accessibility compliance.	- 100% of school communications available in at least two accessible formats.	SENDCo and	Autumn 2025



	<ul style="list-style-type: none"> - Update documents to ensure availability in large print, Easy Read, and audio formats. - Develop a glossary section for newsletters and key communications to explain complex terms. - Train staff on producing accessible documents and communications. 	<ul style="list-style-type: none"> - Positive feedback from pupils with disabilities and parents on clarity and accessibility. - Staff demonstrate understanding and use of accessibility principles in communications. 	Communications Lead	
Improve the use of visual supports in classroom materials and communications	<ul style="list-style-type: none"> - Increase the use of symbols, diagrams, and images in all classroom resources and school-wide information. - Work with SEND specialists to identify the most effective visual supports for different needs. - Regularly review and update resources to include appropriate visual aids. 	<ul style="list-style-type: none"> - All teaching resources include appropriate visual supports by Autumn 2025. - Pupils with SEND report improved understanding of materials. - Teachers use visual aids consistently across all year groups. 	SENDCo and Curriculum Leaders	Autumn 2025
Embed accessible information practices in school culture	<ul style="list-style-type: none"> - Include accessibility criteria in all new resource purchases and communications planning. - Regularly consult pupils with disabilities and their families on information accessibility. - Review and update the accessibility 	<ul style="list-style-type: none"> - Accessibility considerations evident in all new materials and communications. - Annual accessibility plan review completed with stakeholder feedback integrated. - Increased awareness and 	Headteacher and SENDCo	Ongoing, reviewed annually



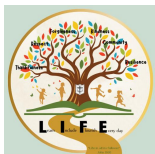
	<p>plan annually with stakeholder input.</p> <ul style="list-style-type: none"> - Promote awareness of accessible communication in staff meetings and training sessions. 	<p>consistent application of accessible communication strategies across staff.</p>		
--	---	--	--	--

Section: Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided

Current Good Practice

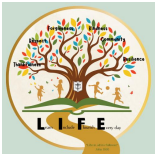
Cotgrave Church of England Primary School has made significant strides in creating an accessible and inclusive physical environment that supports pupils with disabilities, reflecting its strong commitment to inclusion and the school values of respect and kindness. The school ensures that all main entrances are fully wheelchair accessible through ramps, facilitating ease of entry for pupils with mobility challenges. Some entrances are equipped with automatic doors, improving independent access. Inside, wide, clutter-free corridors and doorways support smooth movement for pupils using mobility aids. The school's flexible classroom layouts promote easy navigation and participation for all pupils.

Accessible, fully equipped, gender-neutral toilets with emergency pull cords are available to meet diverse needs. The Flourish Room provides a sensory-friendly space with tactile walls, soft lighting, and calming visuals, supporting pupils who require sensory breaks, an important provision given the high percentage of SEND pupils. Outdoor learning areas and playgrounds are designed to be inclusive and accessible, aligning with the school's priority to embed outdoor learning as an extension of the classroom. Regular accessibility audits and inclusive emergency evacuation plans, including Personal Emergency Evacuation Plans (PEEPs), ensure ongoing safety and responsiveness to pupils' needs. These measures align with the school's vision of "Life - Learn, Include, Flourish every day," and support the school's improvement priorities to provide the best possible outcomes for SEND pupils within a nurturing, family-like environment.

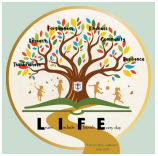


Objectives and Action Plan

Objective	Actions to be taken	Success Criteria	Person Responsible	Timeframe
<p>Enhance sensory-friendly spaces throughout the school</p>	<ul style="list-style-type: none"> - Extend sensory-friendly features beyond the Flourish Room into additional quiet zones in classrooms and communal areas. - Install adjustable lighting and soundproofing where needed to reduce sensory overload. - Provide sensory equipment and resources accessible throughout the school. 	<ul style="list-style-type: none"> - At least two additional sensory-friendly zones created by the end of the academic year. - Positive feedback from pupils and staff about sensory spaces in termly surveys. - Increased use of sensory resources reported in SEND pupil support plans. 	<p>SENCo & Facilities Manager</p>	<p>12 months</p>
<p>Improve outdoor area accessibility and inclusivity</p>	<ul style="list-style-type: none"> - Audit outdoor learning and play areas for physical barriers and sensory inclusivity. - Modify pathways, seating, and play equipment to ensure accessibility for all pupils. - Provide shaded and quiet outdoor areas for pupils needing sensory breaks. 	<ul style="list-style-type: none"> - Outdoor areas fully accessible to pupils with mobility aids and sensory needs by next summer term. - Observations show increased engagement and inclusion in outdoor learning activities. - Positive parental and pupil feedback on outdoor accessibility. 	<p>Headteacher & Site Manager</p>	<p>9 months</p>



<p>Upgrade signage and wayfinding for accessibility</p>	<ul style="list-style-type: none"> - Install clear, high-contrast, tactile signage throughout the school, including braille where appropriate. - Use visual symbols alongside text to support pupils with communication needs. - Train staff to support pupils in navigating the school independently. 	<ul style="list-style-type: none"> - All key areas and routes signposted with accessible signage within 6 months. - Pupils with disabilities demonstrate improved independent movement around school. - Staff report increased confidence in supporting navigation. 	<p>SEND Lead & Site Manager</p>	<p>6 months</p>
<p>Ensure all emergency evacuation procedures are fully inclusive</p>	<ul style="list-style-type: none"> - Review and update all Personal Emergency Evacuation Plans (PEEPs) annually with input from pupils, parents, and staff. - Conduct regular inclusive evacuation drills involving all pupils, including those with SEND. - Provide staff training on supporting pupils with disabilities during emergencies. 	<ul style="list-style-type: none"> - 100% of pupils with SEND have up-to-date PEEPs. - Successful completion of at least two inclusive evacuation drills per year. - Staff demonstrate awareness and confidence in emergency procedures during observations. 	<p>Headteacher & SENCo</p>	<p>Ongoing, reviewed termly</p>
<p>Increase staff awareness and expertise in physical accessibility needs</p>	<ul style="list-style-type: none"> - Provide annual training on accessibility best practises and disability awareness. - Share updates on accessibility improvements and gather staff input 	<ul style="list-style-type: none"> - All teaching and support staff complete annual accessibility training. - Staff surveys show increased confidence and knowledge in 	<p>SENCo & Headteacher</p>	<p>Annual training; ongoing communication</p>



	<p>regularly.</p> <ul style="list-style-type: none">- Encourage staff to contribute ideas for improving physical access and inclusion.	<p>supporting accessibility.</p> <ul style="list-style-type: none">- Documented staff suggestions lead to at least one improvement per year.		
--	--	--	--	--