Coniston CE Primary School
Accessibility Plan

September 2026 to September 2029 (3 academic years)

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1. Introduction

All schools must have an Accessibility Plan (Equality Act 2010). Accessibility Plans support current and future pupils with a disability. 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.

The purpose of the plan is to:

- increase access to the curriculum for pupils with a disability
- improve the physical environment of the school to increase access
- make information more accessible by providing it in a range of formats

This plan will be published on our website and paper copies are available upon request. Staff are trained in equality issues including disability. We work with partners to develop and implement this plan.

2. Vision and Aims

Our aim is for everyone at Coniston CE Primary School to feel part of the school community. We are committed to making our school as accessible as possible so that pupils with a disability:

- are fully included in school life
- actively take part in high quality learning
- thrive and enjoy their learning
- develop the skills to lead fulfilled lives as adults
- are empowered, confident and as independent as possible

3. Objectives

All staff and governors will be aware of and work in line with this Accessibility Plan, the Equality Act 2010, and the UN Conventions on the Rights of the Child and Persons with Disabilities. The SEND Governor will champion the needs of pupils with SEND and be involved in developing and reviewing this plan.

Staff will remove disadvantage faced by pupils with a disability by:

- adopting a “can do” attitude
- having a flexible approach to teaching
- modifying the curriculum and environment
- using person-centered systems to support inclusion

4. School Context

- Coniston CE Primary school is a small Voluntary Controlled rural school set in the centre of the village, in the Lake District National Park
- The Christian ethos is an integral part of school life and there are strong links with the local churches and other community groups
- There are 67 pupils on roll, including Nursery pupils
- The school is federated with John Ruskin Secondary under the Fells Federation and has a supportive governing body
- There are 5 teachers in post: Miss Beaumont – (EYFS) Miss Whinnett – (KS1) Mrs Blackburn – (KS2) Miss Jones – (KS2) and Miss Fitzsimons – (across school)
- Nursery provision is offered each morning for 15 hours per week where children are combined with Reception; KS1 is made up of Year 1 and 2 children of a morning and are then joined by Reception children of an afternoon
- The socio-economic profile of our families is mixed, with very few professional families and the majority in low-paid employment and a small minority on social benefits
- Because of the tourist nature of the area some children move into the area as their parents work in the hospitality sector
- The vast majority of children live in rented accommodation
- The number of pupils with an EHCP is well above average
- The proportion of children who receive SEND support is close to average
- The proportion of pupils eligible for free school meals is close to average
- We have good links with other local primary schools and an excellent link with John Ruskin Secondary

5. Legislation and Guidance

This document meets the requirements of Schedule 10 of the Equality Act 2010 and DfE guidance for schools on the Equality Act 2010. The SEND Code of Practice defines "long-term" as a year or more and "substantial" as more than minor or trivial. The definition includes sensory impairments and long-term health conditions. Schools must make "reasonable adjustments" to alleviate substantial disadvantage, which may include auxiliary aids or premises adjustments.

6. Consultation

In developing this plan, we consulted: pupils; parents and carers; the SENCO and SEND staff; other school staff including leaders; the SEND Governor and governing body; and relevant specialist services.

7. Reasonable Adjustments

We will take reasonable steps to avoid disadvantage when something we do places a disabled pupil at a substantial disadvantage compared with non-disabled peers. What is "reasonable" depends on factors such as available resources, effectiveness of the

adjustment, impact on others, health and safety, and whether aids are available via SEN support. The duty complements accessibility planning duties; physical alterations are planned through this Accessibility Plan.

8. Previous Actions

Access to the curriculum:

- Revised training for all staff in teaching children with a hearing impairment
- All out-of-school and extra-curricular activities planned to ensure the participation of the whole range of pupils
- Classrooms optimally organised to promote the participation and independence of all pupils
- TA deployment was considered to best know and understand pupils
- Support plans refined for our most vulnerable pupils

The physical environment:

- Class 4 has wheelchair access into the classroom
- Installed a new assistance toilet alarm pull cord in the disabled toilet in Class 4
- Improved lighting throughout the school to include full emergency lighting

Access to information:

- Availability of written material in alternative formats
- Made available school brochures, school newsletters and other information for parents in alternative formats if requested
- Raised the awareness of adults working at and for the school on the importance of good communications systems
- The school has moved towards an electronic method of reporting to parents

9. Accessibility Action Plan

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• Our school offers an adapted curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • 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	To maintain the school's excellent outcomes for students with SEND / disabilities	Termly data analysis of progress for students with disabilities Intervention planning based on gaps identified Annual review of curriculum adaptations	DF	Ongoing	Progress data shows students with disabilities make at least expected progress Gap between SEND and non-SEND students narrows
		To ensure all staff have up to date training on supporting students with disabilities in our context	Sharing of student information at staff meetings Whole school INSET as needed on specific disabilities, delivered by specialists where appropriate Accessibility to be included in all staff induction	DF	Training ongoing	Learning walks and work scrutiny shows effective adaptations EHCP annual reviews show progress

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
		Review, source and implement effective and appropriate assistive technologies as they become available	Research available assistive technologies as the are available (AI) Consider trialing upcoming appropriate technologies Source funding and implement with relevant staff and student training	DF / Class Teacher as appropriate	As required	New assistive technologies trialed Pupil feedback shows improved access Staff are confident in using the assistive technologies
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes:	To conduct an accessibility audit	Walk through audit of building with SEN governor Identification of any barriers to access Prioritise improvements	SEND gov / PB / LA	Audit by Sep 2027	Audit outcomes reported to governors Priority list of improvements created

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	• EYFS gable ends: as part of the installation the door will be flush to the ground to enable seamless entrance and exit • Purchasing an air horn to cater for SEND pupils during a lock-down procedure • Ramp into Class 4 • Disabled toilets and changing facilities	To maintain and improve existing accessibility features	Gable ends to be replaced by County Annual review of signage Address any issues promptly	PB / JB	Ongoing	All features remain in good working order No access issues reported
		To improve accessibility to outdoor spaces	Audit accessibility of outdoor areas Create accessible routes if required Ensure outdoor furniture is accessible if required	PB / JB	Audit by Jun 2027	All outdoor spaces accessible Children with disabilities fully able to access outdoor activities
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Tinted books and overlays • Use of basic sign language	To explore technological advances to support information access	Research AI tools for translation and simplification Investigate text to speech upgrade for website Trial and implementation	DF / JB	Research ongoing	Outcomes reported to governors for prioritisation

10. Implementation and Monitoring

This plan sets out how we will improve accessibility over the next 3 years and may inform other planning documents. We will work in partnership with the Local Authority. Environmental works will comply with relevant building regulations. Sufficient resources will be allocated. The school complaints procedure covers the Accessibility Plan.

11. Links with Other Policies

This Accessibility Plan is linked to: Risk assessment; Health and safety; Equality information and objectives; SEN information report; SEND policy; Supporting pupils with medical conditions; Safeguarding; Curriculum; Behaviour; School development plan