Cottons Farm Academy- Accessibility Plan   2025-2028

Mission statement

 "Achieve, Believe, Succeed".
Our mission statement *"Achieve, Believe, Succeed"* reflects our ethos and beliefs. We aim to ensure that the children at our Trust are provided with high quality learning experiences based on a broad and balanced curriculum. It promotes the spiritual, moral, cultural, mental and physical development of pupils at the Academy. This leads to a consistently high level of pupil achievement, preparing pupils for the challenges, opportunities, responsibilities and experiences of adult life.

We believe that education should take place in a fully inclusive environment with equal opportunities for all.

Cottons Farm Academy 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, cultural and language 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.

Purpose of plan

This Accessibility Plan shows how access is to be improved for disabled children, staff, parents and visitors to the academy in a given timeframe and anticipating the need to make reasonable adjustments to accommodate needs where practicable.

This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years. in addition the Trust seeks to make all aspects of our premises, provision and information fully accessible to all.

The plan will be reviewed at least annually during the summer term and revised to reflect on-going needs and plans.

The Accessibility Plan at Cottons farm Primary Academy has been developed and drawn up based upon information supplied by a number of sources including parents, staff, pupils, and other outside agencies.

Aim

The academy's accessibility plans are aimed at:

1. **Increasing the extent to which all pupils but particularly those with a disability can access and participate fully in the school's curriculum.** This covers teaching and learning, including remote and blended learning systems and support and the wider curriculum of the school such as participation in after-school clubs, special events and cultural activities or school visits.
2. **Improving access to the physical environment of the school.** This covers changes to the physical environment of the school and physical aids including assistive technology, to access learning.
3. **Improving the provision of information to all.** This will include planning to make the written and verbal information provided by the school to all stakeholders more accessible.

Definition of SEND

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or a disability if he or she:
- *has significantly greater difficulty in learning than the majority of others of the same age or*
- *has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.'*

(SEND code of Practice 2014)

Disability is defined as follows by the Disability Discrimination Act 1995:
'Many children and young people who have SEN may have a disability under the Equality Act 2010- that is'… 'a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

The definition provides a relatively low threshold and includes more children than many realise: *'long-term'* is defined as *'a year or more'* and *'substantial'* is defined as *'more than minor or trivial'*.

This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.' (SEND code of Practice 2014)

The Equality Act 2010

'The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people;
- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.

Public bodies, including FE institutions, LA, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions **must** have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They **must** publish information to demonstrate their compliance with this general duty and **must** prepare and publish objectives to achieve the core aims of the general duty. Objectives **must** be specific and measureable.' (SEND code of Practice 2014)

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of Practice 2014)
The Accessibility Plan should be read in conjunction with-
- The Behaviour Policy.
- The Special Educational Needs policy.

➢ Equality Plan
➢ Curriculum Policies
➢ Critical Incidents Policy
➢ Health and Safety Policy
➢ School Prospectus
➢ The Local Offer
➢ Academy Development Plan

Audit of existing provision

The action plan below identifies key activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities. The plan is based on an audit completed by academy leaders under each of our 3 aims.

Improving Curriculum Access and Participation

- Obtaining data on future pupil population to facilitate advanced planning. This includes liaison with the Local Authority (LA) SEN team.
- Liaising with external services and agencies regarding individual pupils (physical, sensory, learning, behaviour).
- All staff are given professional development as needed to teach and support children with physical disabilities or additional needs through school INSET, capacity building within teams, external courses and through The Harmony Trust multi-disciplinary team (MDT) input.
- Lessons are differentiated effectively to allow all pupils to achieve their potential. This is shown in short term planning and is monitored on a regular basis by the SLT.
- Children are taught and learn in a variety of ways using visual, auditory and kinaesthetic prompts. Children are also encouraged to think about how they learn and the style of learning that is the most effective for them as individuals [metacognition].
- All pupils participate in expressive and creative arts.
- ICT is used creatively to maximise learning for all pupils and to ensure pupils with physical disabilities have access to the curriculum and are supported to communicate effectively.
- Strategies are put into place for children with visual impairments such as desk props, bold lined paper, considerations for seating and positioning in the classroom.
- Visits are a fundamental part of our curriculum. Wherever possible, all children attend them, sometimes parents may be asked to accompany their child. Inclusive venues for residential visits are identified
- Academies works effectively with outside agencies including Speech and Language Therapy, the team for Visual Impairment, the Physical Disabilities team and Hearing Impairment teams. We also work closely with health professionals including the school nurse, dental nurses, community paediatricians, occupational therapists and physiotherapists.
- Staff are trained in the administration of medicines, where applicable.
- There is a full and varied programme to support transition including liaison between pre-school providers and secondary school providers to ensure pupils' diverse needs are met.

Improving Physical Access to all areas of the Academy

- Cottons Farm Academy is a PFI building and is accessible for those with limited mobility.
- There are two disabled toilets on site.

- Communication in Print and a range of strategies to support individual needs are available and used to develop communication throughout for individual pupils with Special Educational Needs as appropriate.
- Adapted/specialised furniture is provided to meet individual needs as defined by the care plans.
- Space is available for small group work and individualised work for targeted learners.
- Symbols and large print are used throughout school for those with visual impairments (where required).
- All rooms are numbered and to have appropriate door signage
- Children's work is shown to be valued in displays around the school and consideration is given to ensure displays are accessible to disabled learners/visitors.
- Accessible parking spaces are allocated/marked and kept available for use when needed

Improving Information Access to all Stakeholders:

- Visual timetables and information supported by signs/symbols for targeted pupils, are provided as required.
- Home-school books are used for targeted children to ensure effective communication as required.
- Provision of verbal or large print information for targeted pupils and/or parents/carers is used as required.
- Class Dojo/ School spider are used to communicate to parents. This enables parents to use translation or reading apps as needed.
- Bi-lingual support is provided, where possible, to communicate verbally with parents who do not speak or understand English.
- Upon request school will investigate the conversion of documents to alternative formats, drawing on advice from the Support Services. Information can be provided in electronic form e.g. pupil reports to enable parents to use their own translation or reading software.
- Staff may are trained in the use of symbol software (Communicate in Print) for non-readers (pupils and parents) where required.

The following action plan details specific actions needed to increase accessibility for pupils with SEND, families and visitors to the curriculum, the physical environment and to information provided by the academy.

This plan has been created following an audit completed on July 2025 of current provision. Our audit is revised annually and a three year action plan is produced based on the findings.

<u>AUDIT TOOL to Inform Action Plan completed</u> – July 2025
<u>Review dates September 2026, September 2027 September 2028</u> - Highlighted when completed

App. 1 AUDIT TOOL to develop Action Plan

AIM 1 Increasing the extent to which all pupils but particularly those with a disability can participate fully in the school's curriculum. Curriculum Access Audit Tool				
Question	**Current Situation**	**Next steps needed**	**Year [1/2/3]**	**Resources needed**
Do **all staff** actively seek to remove all barriers to learning and participation for pupils, parents and visitors?	All staff are trained and supported to overcome all challenges to create an inclusive school.		Ongoing	Staff training around Inclusion Site Management
Does the academy have arrangements for staff to request & receive the necessary training to teach and support children and young people with disabilities as required?	Leaders identify training needs and direct staff to the relevant training. Teaching Staff as part of ongoing monitoring and assessment can raise training needs.		Ongoing	Leadership Time for effective monitoring and evaluation. CPD brochure
Does the academy ensure that all staff are familiar with technology and practices developed to assist people with disabilities? Does the academy provide access to computer technology appropriate for students with disabilities?	The HTML strategy provides staff with training and guidance on utilising iPads for each learner. Support/advice from the HTML team is always available.	SENDCo works with individual pupils and their families to identify tools and aids to make learning accessible for all pupils and with professionals from the LA. Continue to update and review app to support with the range of learners.	Year 1	SENDCo Time and CPD.
Are classrooms 'SEND aware' and optimally organised for SEND pupils?	Training provided by the SENDCo through regular staff meetings. Teachers and TAs are aware of the needs of their SEND pupils through individualised plans which are discussed with the SENDCo. Regular monitoring and support in place.		Ongoing	SENDCo training and release time to effectively monitor.

Are all pupils encouraged and supported to take part in all aspects of the curriculum? Do staff provide alternative ways of giving access to experience or understanding for pupils with disabilities who cannot engage in particular activities, for example physical education?	All staff are aware of different learning styles and plan and deliver for this inside and out of the classroom. This is always done with the support of the SENDCo. CPD ongoing to develop practice.			Leadership Time Half-termly CPD
Do leaders recognise the additional planning and resource preparation workload for teachers related to supporting pupils with SEND?	Teachers given time and are supported with this. Regular feedback is gained from teaching staff around workload and wellbeing. Staff surgeries with SENDCo and teachers		Ongoing	Time, as required, of SENDCo , Leaders and Teachers
Do all staff recognise, understand and allow for the additional planning and effort necessary for pupils with disabilities to be fully included in the curriculum/practical work?	Yes - staff understand and plan for all their learners. Continue to support staff to plan and deliver inclusive lessons.		Ongoing	CPD Pupil Progress Meeting time
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	Yes, where appropriate.		Ongoing	Time
Are school visits, including residentials, made accessible to all pupils irrespective of any SEND?	Yes – as part of any risk assessment, SEND needs are taken into account before trips are organised. Activities are planned and will look at making them inclusive for all.		Ongoing	Time, as required, of Teachers
Are adaptations made to transition arrangements for SEND pupils where needed?	Additional transition planning and resourcing is put into place to support the most vulnerable pupils.		Ongoing	Staff and SENDCo support

AIM 2 Improving access to the physical environment of the school. Physical Access Audit Tool				
Question	**Current Situation**	**Next steps needed**	**Year [1/2/3]**	**Resources needed**
Are car park spaces reserved for disabled people near the main entrance? Are drop kerbs in place from parking point? Is the wheelchair route clear of hazards? Is the route well lit?	Yes – all are in place.			
Is it possible for a wheelchair user to get through the principal door unaided? If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors? Are buzzers, signing in books etc. at wheelchair user height?	Door held open by a member of staff. Difficult to rotate, will need to reverse out.	Ensure the area remains uncluttered for access. Principal to use the front office (Deputy) for meetings.	Ongoing	
If there are steps in the building is a ramp provided? Does the building have a lift that can be used by wheelchair user to allow access to different levels? Is there a continuous handrail on each internal stair flight or gradients? Do all steps have contrasting edging?	No steps – the site is all on one level. No lifts or stairs on site.			
Are Personal Evacuation Plans [PEPs] written for all SEND pupils, staff [and visitors] who require one?	In place for all children that require it.		Ongoing	
Does the school have a wheelchair accessible toilet? Can any baby changing facilities provided be used at wheelchair height?	Yes x 2 Yes – the bed is height adjustable. In the one toilet near the staffroom.			
Are emergency and evacuation systems set up to inform ALL pupils + visitors including those with hearing	Beacons and sounder in place. Ensure children are aware of the location and sounds of these.			

and visual impairment? (e.g. flashing light)? Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?	Yes a wheelchair user can use the fire exits.			
Are non-visual guides used to assist people to use the buildings? Is a hearing induction loop available (either fixed or portable) in the academy?	No non – visual guides in place. Currently no hearing induction loop in place.	Investigate the cost of an induction hearing loop.	Year 1	
Are pathways and routes logical and well signed?	Yes			
Is appropriate furniture & equipment provided to meet the needs of individual students?	Yes – furniture for EYFS, KS1 and KS2 are in place that are accessible. If a child with specific needs were to attend the academy any relevant resources would be provided.		Ongoing	
Do furniture layouts allow easy movement for pupils with disabilities?	Yes. In classrooms layout would be altered as appropriate to any specific needs that needed to be met.			
Do all the corridors have a clear unobstructed width of 1.2m?	Yes			
Are quiet rooms/calming rooms available to children who need this facility?	Yes – we have one room that is available to children who need it.		Ongoing	
Are appropriate 'Buddies' provided for all disables pupils who needed these on admission?	Yes – identified children have support systems in place including from the peers.	N/A		
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	Yea	N/A		

Can wheelchair users volunteer at the academy effectively?	Yes – they can access the whole grounds.	N/A		

AIM 3 Improving the provision of information to all. Provision of Information Audit Tool				
Question	**Current Situation**	**Next steps needed**	**Year [1/2/3]**	**Resources needed**
Does the academy provide awareness raising training to office reception staff to support them in identifying parents'/visitors' information access needs, such as support with reading or completing forms?	Currently IHASCO training is completed on Equality and Inclusion. Office Team will adopt whatever is available in terms of resource to support all parents. Use of apps and websites to help with translations and completing forms.	Training needs to be analysed and assigned.	Year 1	Office staff time
Are pupil admission forms completed 1:1 to enable a sensitive conversation to be held?	Admission forms are currently emailed and handed in person. Any sensitive information is discussed privately and passed on to the relevant member of staff. Maintain the system and ensure parents are aware that if they have specific needs to raise with the office. Use office for private conversation		Ongoing	
Does the academy ensure that information can be made available to parents in a range of formats if required e.g. large print, braille, audio tape, other languages than English?	BSL interpreter required for meetings when required.	Investigate alternative formats for targeted groups.	Year 1	SENDCO
Does the academy ensure that all appropriate staff are familiar with technologies developed to assist people with disabilities with	Apps for translation are used as and when necessary. No cases or requests have been made to date.			

information access, such as those that read aloud written E-letters, newsletters.				
Are all written paper-based communications to parents placed on the website to allow electronic access for disability support apps/technologies/ translation to be used?	All communication to parents is accessible digitally through the school website, parent pay and School Spider.			
Are pupil reports offered to parents in an electronic form to allow them to use translation apps/read aloud software?	Yes, it is offered. Currently reports are given in paper format.			
Does the academy provide access to computer technology and software appropriate for pupils, parents and visitors with disabilities? [e.g. widget on-line]	Yes. If required upon request.			
During activities such as workshops/parents' evenings does the academy offer information in user friendly formats for disabled parents/visitors e.g. offering to read aloud projector screens where needed?	Yes – for example BSL interpreted arranged when necessary. Allow communication from parents on SpiderApp for any specific access arrangements so that these can be catered for.		Ongoing	

Accessibility Plan for Cottons Farm Primary Academy
2025 – 2028

Plan to improve Curriculum Access				
Objective/Target	**Task/Action**	**Resources/ Timeframe**	**Lead Person**	**Monitoring /Success criteria**
Does the academy ensure that all staff are familiar with technology and practices developed to assist people with disabilities? Does the academy provide access to computer technology appropriate for students with disabilities?	Update and review app to support with the range of learners.	Year 1	With HTML & SENDCo	To have a greater understanding of the range of apps that can be used to support a the children with SEND.
Are all pupils encouraged and supported to take part in all aspects of the curriculum? Do staff provide alternative ways of giving access to experience or understanding for pupils with disabilities who cannot engage in particular activities, for example physical education?	All staff are aware of different learning styles and plan and deliver for this inside and out of the classroom. This is always done with the support of the SENDCo. CPD ongoing to develop practice.	Year 1	Inclusion lead & SENDCo	Ensure that Hub staff continue with curriculum coverage.
Plan to Improve Physical Access				
Objective/Target	**Task/Action**	**Resources/ Timeframe**	**Lead Person**	**Monitoring /Success criteria**
Are non-visual guides used to assist people to use the buildings? Is a hearing induction loop available (either fixed or portable) in the academy?	No non – visual guides in place. Investigate the cost of an induction hearing loop. .	Year 1	Site manager	Loop available for those who may require it.

Plan to Improve Information Access

Objective/Target	Task/Action	Resources/ Timeframe	Lead Person	Monitoring /Success criteria
Does the academy provide awareness raising training to office reception staff to support them in identifying parents'/visitors' information access needs, such as support with reading or completing forms?	Training needs to be analysed and assigned.	Year 1	Office staff time	Office staff time