



ACCESSIBILITY PLAN

Alderman Cogan's Church of England Primary Academy offers a comprehensive Christian primary education to families in East Hull.

The academy is a caring community built on Christian values and beliefs, which permeate all aspects of academy life. The curriculum, including the National Curriculum, is presented within a Christian worldview. Such a world view gives perspective and meaning to all learning at Alderman Cogan's.

We seek to foster the God given talents and gifts amongst children, staff and governors for the service of each other, the academy, the wider community and the Glory of God. Our aim is that all children reach their full potential.

[“But Jesus called for the children, saying, “Let the little children come to me and do not try to stop them, for the kingdom of God belongs to such as these.” Luke 18:16](#)

This is the context in which this policy is written. This plan was written in the Summer Term 2014, reviewed in 2017 and 2020 and will be reviewed again in the Summer Term 2023.

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards children with disabilities, under part 4 of the DDA.

1. *Not to treat children with disabilities less favourably for a reason related to their disability.*
2. *To make reasonable adjustments for children with disabilities, so that they are not at a substantial disadvantage.*
3. *To plan to increase access to education for children with disabilities.*

This plan sets out the proposals of the Local Governing Body of the academy to increase access to education for children with disabilities in the three areas required by the planning duties in the DDA.

- a. *Increasing the extent to which our children with disabilities can participate in the academy curriculum.*
- b. *Improving the environment of the academy to increase the extent to which our children with disabilities can take advantage of education and associated services.*
- c. *Improving the delivery to children with disabilities of information which is provided in writing for children who are not disabled.*

It is a requirement that the academy's accessibility plan is resourced, implemented, reviewed and revised as necessary.

Attached is a set of action plans showing how the academy will address the priorities identified in the plan.

The School's Context

Alderman Cogan's CE Primary Academy is a mainstream school for boys and girls aged 4 years to 11 years. The school comprises one school building on two levels (plus one classroom on a mezzanine floor). There is disability access for all classrooms and main areas of the school; a lift is provided to access the second and mezzanine floors and to the dining hall). The main entrance and two of the entrances from the playground have slope entrances. The school also has a nursery for 3 and 4 years olds and this is on the school site. It is in a separate single-level building which has a slope for access at its main door.

Definition of a Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities'.

1a. The purpose of the academy's plan, vision and values

At Alderman Cogan's CE Primary Academy we are committed to giving all of our children every opportunity to maximise and reach their full potential.

We work to be at the heart of our locality by working in partnership with families and the wider community.

We take into account the varied life experiences and individual needs of the children when planning their learning goals. We will enable our children to develop the essential skills for a happy and fulfilled life.

We offer a broad and balanced curriculum and have consistently high expectations for all of our children, including those with special educational needs, disabilities or impairments. We provide a nurturing and stimulating environment that supports and celebrates learning.

We support the individuality of all irrespective of disability, religion, ethnicity, gender or background.

Our academy is inclusive. We continually seek to remove the barriers to learning and participation that may hinder or exclude individual children, or indeed groups of children. All members of our school community model positive, respectful relationships to be a living example of our ethos 'We are wonderfully made by God and loved by Him just as we are'.

Equality of opportunity must be a reality for our children:

- Girls and Boys
- Minority ethnic and different faith groups
- Children for whom English is an additional language
- Vulnerable children
- Children with Special Educational Needs
- Gifted and Talented children
- Lesbian, gay, bisexual and transgender children

Our aims are to provide:

- full access to the curriculum
- full access to the physical environment
- full access to information

1b. We have children with a wide range of special needs, disabilities and impairments within our academy.

These include physical, sensory and medical disabilities.

We also have a large Autistic Spectrum Condition population due to our good reputation and past successes in this field.

We strive to gather all relevant information from Early Years settings so that we can be prepared for the children when they arrive at our academy.

Early identification is something that will be developed further through the New SEND Code of Practice & SEND Reforms (in place from September 2014), which now aspire to support Young People with Special Educational Needs from 0 to 25 years of age.

We liaise closely with parents and professionals involved with the children to ensure we provide the right care for each child's individual needs.

Inclusion is paramount within our academy and we aim to ensure all children have full access to the learning opportunities and facilities within the academy as well as extra-curricular activities and off-site events and trips.

1c. Views of those consulted during the development of this plan

- Results of questionnaire sent out in April 2020 to all Parents/Carers
 1. 20 parents returned the questionnaire.
 2. 3 parents named specific needs or disabilities of their child.
 3. 90% thought the school was clearly signposted; two comments suggested more signs outside to explain which doors the children leave from and another asked for better classroom signs.
 4. 100% said they could access the school entrances easily.
 5. 80% felt their child could access extra-curricular clubs however three responses said the lack of extra-curricular clubs was a significant issue.
 6. 90% of parents felt their child had never faced adverse reactions due to their impairments/disabilities.
 7. Almost 85% thought people were aware of their or their child's needs however one parent felt more was needed and it would be helpful to make everyone aware.

*A copy of the questionnaire sent out is attached at Appendix 1.

- The views of our additional needs children are sought prior to the scheduled reviews of progress, whereby they are asked to complete a self-assessment sheet. This allows them to say how they feel about all areas of their school life and to raise any issues or problems they may have.
- The School Council is also used to voice the concerns and suggestions of all of the children. They seek the views and opinions of all children then bring them back to their meetings to discuss with the DHT and make plans to address issues raised.
- Staff supporting children with SEND: the staff at Alderman Cogan's CE Primary Academy aim to further the well-being and inclusion of all of the children they support.

- **MAT Facilities Manager:** the MAT Facilities Manager advises us of Health & Safety issues relating to accessibility. We also have an on-site caretaker who, wherever possible, repairs areas and equipment when required.

2a. This plan aims to ensure that:

- children with disabilities have full access to the curriculum and extra-curricular activities with suitable differentiation and support where appropriate.
- Parents and children's views are sought and taken into account when planning appropriate learning opportunities both on and off-site.
- The academy continues to draw on the expertise of external agencies and professionals to provide specialist advice and support for our children where needed.
- There are consistently high expectations of children across all ages and abilities.
- Support staff are trained and deployed effectively.
- Successful practice is shared within the academy.

2b. We aim to continually improve the physical environment of the academy to increase the extent to which children with disabilities can take advantage of the learning opportunities available to them.

To do this we will:

- Ensure that lighting, signage and floor coverings are suitable for all, regardless of disabilities or impairments.
- Ensure that toileting, washing and changing facilities are adequate for all, as above.
- Improve the layout of the playground and other common areas to make them more accessible to all users.
- Ensure that lifts and ramps are accessible and in good working order.

2c. We aim to improve the delivery to children with disabilities and parents of information that is provided in writing for children and parents who are not disabled.

To do this we will:

- Deliver information in a variety of formats, such as Braille, in large print, on audio tape, in simplified language, or using a symbol system to suit preferences expressed by children or their parents.
- Ensure that where appropriate, help is available from the relevant support services, ie: Braille.
- Know how to access the relevant support services quickly.

3. Current Good Practice

- We ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedures.
- Most entrances to the school have ramped entrances and wide doors. The two entrances that are stepped have alternative ramped or flat entrances nearby.
- The school is fully accessible for wheelchair users. There are disabled toilet facilities available on the ground and second floor. They are fitted with handrails and a pull emergency cord.
- The school has internal emergency signage and escape routes clearly marked.
- There are two Evac Chairs in school for use in a fire if needed. They are kept in the safe space at the top of the second and third stairwells.
- We support children with both physical disabilities and learning needs to access areas of the curriculum they find difficult.
- We consult with experts when new situations regarding children with disabilities are experienced.

4. Management, coordination and implementation

The Local Governing body will monitor the Accessibility Plan.

The Plan will be reviewed and updated every three years.

The Accessibility Plan will be implemented in coordination with:

- a. The School Development Plan
- b. SEND Policy
- c. Equalities Policy
- d. Health & Safety Policy
- e. Inclusion Policy

ACCESSIBILITY QUESTIONNAIRE FOR PARENTS - APRIL 2020 - Google Forms

I would very much appreciate your views regarding accessibility at Alderman Cogan's CE Primary Academy.

Accessibility is a broad term which covers not only the physical aspect of accessing the building and the facilities available, but also ensuring that all those involved within and around our academy have full access and inclusion in all areas of school life despite any disabilities, special needs or impairments which may affect them. Any information given will be strictly confidential.

The results of this questionnaire will be used to create the school Accessibility Plan which will be available to view on our website once it is created. This will be after the next Governing Body Meeting as school governors need to read and approve the plan before it can be published.

Thank you in advance for your help with this. We are a mainstream primary school but it is important to us that we are as inclusive as we can be as we know that 'We are all wonderfully made by God and loved by Him just as we are'.

Do you or your child have a disability or special need (this may be a language/communication difficulty)?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If yes, could you explain how it affects you or your child?		
If no, can you outline the difficulties you experience?		
Do you feel that entrances are clearly signposted?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If no, do you have any suggestions for improvement?		
Can you easily access all of the designated entrances to the academy?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If no, are there any suggestions as to how we could improve things?		
Is your child able to access extra-curricular activities/clubs if they so wish?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If no, how do you feel this could be made possible?		
Have you or your child ever had any adverse reactions (bullying, exclusion etc.) from others to your/their disability/impairment?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Do you feel that others in and around the academy are well informed as to your child's, or your own particular needs?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If no, do you think it would help if they were made more aware or would you see this as an infringement on your privacy?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
Please use the space below to add any further comments or suggestions you may have.		

Results of Parental Questionnaire

Parent	Do you or your child have a disability or special need (this may be a language/communication difficulty)?	If yes, could you explain how it affects you or your child?	If no, but you still face difficulties with access on our school site, with the curriculum or with communication from the school - please comment below.	Do you feel that entrances are clearly signposted?	If no, do you have any suggestions for improvement?
1	Yes	Learning, communication, his physical ability(walking, running)		Yes	
2	No			Yes	
3	Yes	Autistic		No	Sign posts for relevant classrooms
4	No			Yes	
5	No			Yes	
6	No			Yes	
7	No			No	More signposts especially pointing out where children go in/ leave every day
8	Yes	Everyday affects my child from making friends, communication too dealing with her emotion		Yes	
9	No			Yes	Cars parking outside and on corners making it difficult to cross the rd I live 2 mins away and would still not let her Cross at the lollipop lady it is so dangerous and busy around the school entrance although this isn't your fault it's the councils
10	No			Yes	
11	No			Yes	
12	No			Yes	
13	No			Yes	
14	No			Yes	
15	No			Yes	
16	No			Yes	
17	No			Yes	
18	No			Yes	
19	No			Yes	
20	No		No problems	Yes	

Parent	Can you easily access all of the designated entrances to the school building?	If no, are there any suggestions as to how we could improve things?	Is your child able to access extra-curricular activities/clubs if they so wish?	If no, how do you feel this could be made possible?
1	Yes		Yes	
2	Yes		Yes	
3	Yes		No	He feels he doesn't fit in and wouldn't want to attend extra school stuff
4	Yes		Yes	
5	Yes		Yes	
6	Yes		Yes	
7	Yes		No	More after school clubs. I feel Cogan really lets itself down on this. There is hardly any going on
8	Yes		Yes	
9	Yes		Yes	
10	Yes		No	Other than a paid afterschool club and paid music lessons I didn't know the school offered any other extra curricular activities.
11	Yes		Yes	
12	Yes		Yes	
13	Yes		Yes	
14	Yes		Yes	
15	Yes		Yes	
16	Yes		No	There are very limited activities clubs at the school these could be increased
17	Yes		Yes	
18	Yes		Yes	
19	Yes		Yes	
20	Yes		Yes	

Parent	Have you or your child ever had any adverse reactions (bullying, exclusion etc.) from others due to your/their disability/impairment?	Do you feel that others in and around the school are well informed as to your child's, or your own particular needs?	If no, do you think it would help if they were made more aware or would you see this as an infringement on your privacy?	Please use the space below to add any further comments or suggestions you may have.
1	No	Yes		
2	No	Yes		
3	Yes	No	Awareness for children and parents would be helpful as well as some particular staff members	My child regularly plays alone and is excluded by peers which is heartbreaking. If children were educated they may not feel that my child is weird.
4	No	No		
5	No	Yes		
6	No	Yes		
7	No	Yes		
8	Yes	Yes		
9	No	Yes		Lovely friendly school great interaction with teachers coming in and leaving school at 3pm office staff are really friendly. I have older kids that went to a very well known school Sutton area and never had this. With them
10	No	No	Question wasn't applicable but it forced me to answer.	
11	No	Yes		
12	No	Yes		
13	No			
14	No	Yes		
15	No	Yes		
16	No	Yes		
17	No	Yes		

18	No	Yes		
19	No	Yes		
20	No	Yes		

Accessibility Plan 2020-2023

Improving participation in the curriculum					
Priority	Lead	Strategy	Resources	Timescale	Success Criteria
Effective communication & engagement with parents	SLT	Regular meetings with parents & carers Planned review meetings with SENCo & Ass. SENCo. Stay & Learn sessions Weekly newsletter	Time allocated	In place & ongoing	Parents & carers fully informed about progress & engage with their child's learning
Training for staff on increasing access to the curriculum for all children	SLT SENCo Other agencies	Epipen training Intimate Care Policy & trained staff Training from SALT, IPASS and disseminated to all staff if not accessed by all Access to online & face to face CPD Outreach support from Northcott and Whitehouse Online resources for CPD shared with staff Ongoing guidance from specialists e.g. physiotherapists, OT, School Nurse	Training time	In place and ongoing	Increased access to the curriculum Needs of all learners met Maintain records of staff trained
Effective use of resources to increase access to the curriculum for all children.	SENCo & SEN Team SLT	Strategic deployment of support staff Use of ICT where beneficial	Specific apps to support learning on iPads or Chromebooks	In place & ongoing	Positive impact on pupil progress Barriers to learning are removed by use of apps such as Clicker
Adaptations to the curriculum to meet the needs of individual learners	SENCo & SEN Team	Pastoral support Timetable adaptations Individual physiotherapy/OT programmes SALT programmes Use of ICT to support needs where appropriate Use of access arrangements for assessments/National testing	Time allocated	In place & ongoing	Needs of all learners met enabling positive outcomes
Appropriate use of specialist equipment to benefit individual children & staff	SENCo Ass SENCo	iPads or Chromebooks available to support children with difficulty recording Sloping boards for children with fatigue problems or physical disabilities Coloured overlays for children with visual difficulties Specially shaped pencils and pens for children with grip difficulty Use of wedge/wobble cushions Use of weighted blanket, chew toys, fiddle toys	Specialist equipment as needed	In place & ongoing or to be ordered as requested	Increased access to the curriculum Needs of all learners met

		Mantra Lingua resources for children with EAL			
Improve educational experience for visually impaired children	SENCo Ass SENCo	Consult sensory support team as needed Use of ICT to support needs where appropriate	Cost of equipment	In place when required plus input from sensory support team	Teaching resources more easily seen & learning experiences of children enhanced
All out of school activities & after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of children	SLT SENCo & SEN Team	Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements	Any specialist equipment needed to allow a child to access a club	Ongoing	Increased access to the extra-curricular activities for all children with SEND
Improving the Physical Environment					
Priority	Lead	Strategy	Resources	Timescale	Success Criteria
Provision of wheelchair accessible toilets.	SBM HT	Maintain wheelchair accessible toilets with clinical waste bins and emergency pull cord	Maintenance costs	In place & ongoing	Physical accessibility of school maintained
Access into school and main reception area to be fully compliant	SBM HT	Designated disabled parking clearly marked out Wide doors and corridors	Costs of repainted markings in car park	In place	Physical accessibility of school improved
Improvements to help the visually impaired	SBM HT	External steps highlighted in yellow/non-slip paint (faded paint to be repainted) Get a quote for ramp access in F2/Y1 doors	Cost of materials and labour	Ongoing	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.
Improve signage to indicate access routes around school site	SBM HT	Signs to indicate disabled parking bay and wheelchair friendly routes around school Better signage in school for classrooms and stairwells Better signage by doors indicating which year groups enter/exit	Cost of signs & installation	Future plan	Disabled people are aware of wheelchair access and arrangements Signage can be accessed by all, including non-readers.
Maintain safe access around the exterior of school.	SBM HT	Ensure that pathways are kept clear of vegetation. Ensure drains are kept clear to avoid flooding to paths & playground	SLA costs	Ongoing	People with disabilities can move on school site without issues from exterior factors
Maintain safe access around the	SBM HT	Awareness of flooring, furniture and layout in planning for disabled	Cost of any adjustments	Ongoing	People with disabilities can move on safely

interior of school.		children and adults. All communal areas and classrooms are free from clutter. Displays are well planned to suit all learners and do not negatively impact the surrounding area.	that need to be made.		around the school building. Greater consistency evident across the school in terms of displays and learning environments.
Develop capacity to meet the sensory needs of children	SBM HT	Get a quote for acoustic boards in the main hall to reduce sounds reverberation.	Cost of materials and installation	Future plan	Children with sensory needs are comfortable in all areas of the school.
Improve the Delivery of Written Information					
Priority	Lead	Strategy	Resources	Timescale	Success Criteria
Availability of written materials in alternative formats.	Admin SLT SENCo	Improve availability of information for parents Display appropriate leaflets for parents to collect Provide translated documents where appropriate Trial different methods of sharing information e.g. video	Cost of translation or adaptation	Ongoing & as needed	Information to disable children & parents as appropriate Written information available in different formats
Ensure documents are accessible for children with visual impairments	Class teachers SEN Team	Seek an act on advice from sensory support advisor on individual pupil needs Use of magnifier where appropriate Ensure large, clear font used in documentation Fonts for displays around school thought about so accessible for all	Loan/purchase of magnifier or other specialist equipment as needed	In place & ongoing	Children able to access school documentation