



...where we all flourish

Version: June 2026
Approved by:
Next review: June 2027

Cookham Dean Primary School Accessibility Plan:

Introduction

This plan is drawn up by Cookham Dean Primary School and is in compliance with planning duty for disabled access, this is based on 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.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

Definition of Disability

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Key Objective

To create a rich environment which enables disabled pupils to participate fully in the school community by identifying and eliminating barriers that could prevent this.

Key Responsibilities

The School recognizes that the following are key responsibilities underpinning the planning duty.

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan.
- To operate within the guidelines from RBWM Send Local Offer.

School Principles

- Compliance with the requirements of the Equality Act is key to all school policies
- All children are individuals and entitled to the best education they can receive regardless of any disability they may have
- Access to Education means making a full school life accessible to the disabled pupil, including extra-curricular activities and events
- The school provides all pupils with a broad and balanced curriculum, tailored to meet their individual learning requirements
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities.
- The school recognises the parents' and child's right to confidentiality

The school will undertake to meet its key objective by developing three key areas:

- Access to the Curriculum
- Access to the Physical Environment
- Communication with stakeholders

Disability Action Plan:

Area	Objective	What	How	When	Evidence –
Access to the Curriculum	Ensure compliance with Equalities Act 2010	Staff, parents and governors informed of requirements and obligations of Single	Staff meeting Guidance Notes	Annually	Accessibility plan shared at FGB

		Equalities Act 2010, and of the Accessibility Plan	Governors Meeting Newsletter SEND parent group		
Access to the Curriculum	• Create a challenging curriculum where suitable learning challenges are set. • progress of individual's achievements can be assessed • ensure the curriculum meets the needs of ALL students.	The school undertakes to assess its provision of the curriculum to pupils on a regular basis, and to use this information to better tailor the curriculum to pupil requirements. Curriculum review process to include consideration of curriculum needs of all students including those with a disability	Staff meeting Guidance Notes Governors Meeting Pupil progress meeting Curriculum reviews Subject leader reviews	Ongoing	Minutes from meetings
Access to the Curriculum	Ensure all groups of students with needs are identified early to have support and appropriate adjustments to provision eg Pupil Premium, EAL, SEN, ethnic minority, physical disability.	Identification of students and notification to staff of students in groups	Monitoring and checking of progress at tracking through year Pupil Progress meetings Professional reports Parent meetings	Ongoing	Minutes from meetings Pupil profiles IEP Learning Walks
Access to the Curriculum	To seek and follow the advice of services such as the local authority, the Government, professional agencies as well as other schools to share best	Regular liaison with peer group leaders, SENCOs, PP leads, SEMH leads, SIP. Share with area teams and schools with specialist facilities	Area Teams Staff meetings Governor Meetings SIP meetings	Ongoing	Minutes from meetings

	practice. To ensure that provision is evidence based		Leadership updates EEF Research agencies		
Access to the Curriculum	Adapt resources to maximise children's ability to access the curriculum	Ensure that resources (physical, sensory, visual, scaffolded, manipulatives) are used to enhance the curriculum and the learning environment at an individual level.	Class teachers, Senior Leadership SENCO Subject Leaders	Ongoing	Classroom environment Learning Walk
Access to the Curriculum	Ensure all students have fair access to school educational visits	Staff planning trips include provision for all students.	EVC to monitor and oversee Class teachers SENCO	Ongoing	Visit reports
Access to the Physical Environment	Ensure access to all school areas including classrooms, toilets and communal areas.	Ensure all areas are clearly marked and accessible.	Purchasing decisions future build and refurbishment	Ongoing	H&S walk notes SBS minutes
Access to the Physical Environment	Ensure access to sensory spaces to facilitate SEMH needs.	Develop the use of the sensory room and sensory spaces within classrooms.	SENCO	Ongoing	SENCO action plan
Access to the Physical Environment	Ensure staff training including First Aid training is in place to support needs of current student body	Review training for qualified first aiders	Senior Leaders	Annually	Attendance record

Area	Objective	What	How	When	Evidence –
Communication with parents	Clear, straight forward and simple communication with parents	Information presented in variety of easy to access ways e.g. sent via email, text and dojo and on school website. Language used is simple with any education terms/jargon avoided or clearly explained. Parent guides produced & parent's sessions run for key areas e.g. phonics, reading, maths Admin & teaching staff aware of individual who may need information explaining directly or personally. Include parents and pupils in the choice of the most suitable media for the family.	Office Teachers SLT	Ongoing	Teachers2parents online comms set up Website kept updated with newsletters and information from school Parent forum Year Ahead Meeting Parents evenings Open door policy
Communication with parents	Increased involvement of parents of SEND children in decision making	Encourage parents to become governors Parent drop in sessions. Parent forum Encourage parents to come into school to help out. SEND parent group – SENCO/HT to attend meetings	Parent evenings Literature Promotion Governors Meeting SEND parent group	Ongoing	Parent forum meetings Parent governor nominations SEN parent group Inclusion Ambassadors
Communication with parents	Improved awareness of prospective and existing pupil disabilities	Include as part of the application process Good transition planning Staff Training Parent meetings Professional reports Pupil progress meetings for early identification.	Application process Open Days Staff Meeting Professional reports	Annually	Professional reports Staff meetings minutes

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Linked Policies

- The plan will contribute to the review and revision of related school policies,
- School Development Plan
- SEND Policy
- Inclusion Policy
- Curriculum Policies

Publicising the plan

Copies of this plan will be made available to via:

- School Website
- School Office

A plan of the school buildings is shown here:

