Cockerham Parochial C E Primary School

'Where a love of learning grows'

Growing in knowledge
Growing in faith
Growing in God's love

'I can do all things through Christ who strengthens me'
Philippians 4.13

What values will underpin this policy?

At Cockerham Parochial C E Primary School we try at all times to live out our Christian Values, chosen by the school community.

Our Christian Values

Generosity, Respect, Perseverance, Friendship, Courage and Trust

ACCESSIBILITY PLAN

INTENT

Vision

The greatest commandment Jesus taught was to love God and love your neighbour. Within this commandment is the foundation of the Christian view of relationships. At Cockerham Parochial C E Primary School our Accessibility Plan seeks to live out this command and explore how we can 'Grow in knowledge, grow in faith and grow in God's love.'

Each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop, through an inclusive programme of teaching that is based on Christian principles, which both respect the human body and seek to ensure health and well-being.

3-year period covered by the plan: 2026–2029

The Equality Act 2010 places duties on schools to ensure that disabled pupils are not disadvantaged in accessing education. Schools must make reasonable adjustments and plan to improve accessibility for disabled pupils.

1.
2.
3.

This plan sets out how the Governing Body of Cockerham Parochial C E Primary School aims to improve accessibility in three areas:

a) Increasing the extent to which disabled pupils can participate in the school curriculum.
b) Improving the physical environment of the school to enable disabled pupils to take advantage of education and associated services.
c) Improving the delivery of information to disabled pupils in accessible formats.

The school's Accessibility Plan will be reviewed regularly to ensure that actions are implemented and updated where necessary.

The School's Context

We are a voluntary aided primary school for boys and girls aged 4 to 11 years. The school comprises one main, single-storey building on a small site.

The School's Aims

- We embrace a partnership between the school and home.
- We offer to each member the opportunity to grow in knowledge fostered through Christian values and guidance.
- Every individual has a right to be part of a community where each member is valued and respected for their own worth irrespective of race, colour, creed or ability.
- Children will be helped to appreciate that they are members of the wider community in its richness and diversity.
- The curriculum provides a setting in which all children have an equal opportunity to grow in understanding and in the acquisition of skills, attitudes and values.

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice: 0 to 25 years (2015)
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- Department for Education guidance on supporting pupils with special educational needs and disabilities
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The priorities for the Accessibility Plan for our school were identified by a planning group consisting of:

- **SEND Governor**
- **Headteacher**
- **SENCo**
- **School Bursar**

1A:

The purpose and direction of the school's plan: vision and values

At Cockerham Parochial Church of England Primary School we believe each child is a unique being, a child of God, loved and accepted. As such, our school seeks to enable children to develop, through an inclusive programme of teaching that is based on Christian principles, which both respect the human body and seek to ensure health and well-being whilst loving your neighbour as yourself.

1B:

Information from pupil data and school audit

The majority of our children are from White British families, with a small number from other ethnic backgrounds. The proportion of pupils eligible for free school meals is below the national average. Information from pupil assessments, SEND records and discussions with staff and parents is used to identify individual needs and any barriers to accessing the curriculum and wider school life.

2. The main priorities in the school's plan

2A:

Increasing the extent to which disabled pupils can participate in the school curriculum

Ensure that pupils with disabilities can access all aspects of the school curriculum and are supported to make good progress.

Ensure that pupils with identified needs, including those with social, emotional and mental health needs, receive appropriate support and reasonable adjustments to enable them to access learning and participate fully in school life.

2B:

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

The school building has wheelchair access.

In the event of an emergency evacuation, risk assessments detail how individual children will be evacuated safely.

2C:

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled.

Children with identified needs, such as dyspraxia, dyslexia or dyscalculia, are provided with appropriate resources and adaptations to help them access information and the curriculum.

We liaise with Morecambe Road School and act upon specialist advice to ensure that children can access the curriculum.

Teaching assistants receive appropriate training to support pupils with speech and language needs. We also access support from external services, including the Children and Family Wellbeing Service, where appropriate. Where necessary, information is provided in alternative formats to meet the needs of pupils with disabilities.

3: Making it happen

3A: Management, coordination and implementation

- The planning process

Children who need specific access arrangements to enable them to fully access the curriculum are identified by their class teacher. In many cases, parents will advise the school of a pre-existing condition or additional need.

- Coordination –

The Local Authority is responsible for issuing Education, Health and Care Plans (EHCPs) for children following an assessment of their needs, where the statutory criteria are met. These plans identify the child's special educational needs and the provision required to support them, including any reasonable adjustments needed to access the curriculum.

- Other policies and plans –

  This Accessibility Plan works in conjunction with the school's SEND Policy.

- Implementation

Pupils with SEND are monitored closely to ensure that their needs are being met and that they can access the curriculum. Their progress is reported to governors as part of the school's monitoring and evaluation processes.

This Accessibility Plan will be reviewed every three years, or earlier where necessary.
Date of plan: November 2026
Next review date: November 2029

Appendix 1
Improving Curriculum Access

Reference	Question	Recommendations	Timescale	Priority	Cost	Review / Status	Responsibility
1	Adaptive Teaching and Reasonable Adjustments	Headteacher and SENCo to monitor the quality of adaptive teaching and reasonable adjustments to ensure that all pupils, including those with SEND and disabilities, can access the curriculum.	Ongoing	High		Ongoing	Headteacher / SENCo
2	Interventions	SENCo to review the effectiveness of targeted interventions and support, including how these address identified barriers to learning. Use Pupil Overview Profiles (POPs) and developing Individual Support Plans (ISPs), where appropriate, to inform provision and review progress.	Termly	High	Resourcing costs of identified areas to develop	Ongoing	SENCo / Class teachers
3	Appropriate resources, support and reasonable adjustments for pupils with differing needs	Headteacher, SENCo and class teachers to review individual needs and barriers to learning. Identify appropriate resources, adaptations and reasonable adjustments, drawing on specialist advice where needed. Review through pupil progress discussions and POPs / ISP's	Half Termly Pupil progress meeting with teaching staff	High	Possible resource implications where gaps are identified	Ongoing	Headteacher / SENCo / Class teachers
4	Staff training in adaptive teaching, reasonable adjustments and supporting pupils with SEND	SENCo and external specialists to support staff training in response to identified pupil needs. Review gaps in staff knowledge and seek specialist advice or training where appropriate.	Yearly	Medium	CPD External specialist costs	Ongoing	Headteacher / SENCo