



Cooper Perry Primary School

Accessibility Plan

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Purpose

The purpose of this accessibility plan is to outline Cooper Perry Primary School's strategy for enhancing access for pupils, staff, and visitors with disabilities across physical environments, the curriculum, and written materials within a specified timeframe. The plan will anticipate the necessity of making reasonable adjustments wherever feasible, ensuring that all members of the school community can fully engage with their education and opportunities, thus fostering an inclusive and supportive learning environment.

Key Aim

To ensure that all members of the school community with a disability have equitable access to the setting's environment, curriculum, and information.

Principles

Our school's commitment to compliance with the Equality Act 2010 is integral to our aims, equal opportunities policy, and SEN information report.

- Staff are aware of their responsibilities under the Act, ensuring that pupils with disabilities are not discriminated against in admissions, exclusions, or the provision of educational services.
- We strive to avoid placing pupils with disabilities at a substantial disadvantage and maintain an accessibility plan to enhance their experiences.
- Governors uphold the principles of the Equality Act in their decision-making processes.
- Our setting values the insights of both the pupil and their parents/carers regarding the impact of disabilities and respects their rights to confidentiality.
- We provide all pupils with a broad, balanced, differentiated, and age-appropriate curriculum.

Increasing Access for pupils with disabilities to the school curriculum

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

- Continue to make adaptations where necessary, practical and reasonable for all pupils with disabilities.
- Ensure that all activities are accessible to pupils who have limitations due to disability. (e.g pupil who uses crutches accessing PE and sports activities)
- All school visits are risk assessed and supported by additional individual risk assessments to allow pupils to access as much as is reasonably possible.

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

- Improved signage to allow clarity of vital facilities for pupils with disabilities (Looking at height, contrast, raised texture)
- Review lighting throughout school with PFI contractors, ensuring there is a plan to improve this and that it is consistent in brightness.
- Adjustments to furniture and layout where practically possible and reasonable.

Improving the delivery of written information to pupils with disabilities

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

- The school is adaptive in support where necessary with regards to the provision of teaching and learning resources for disabled pupils. (these are created pupil specific in consultation)
- Support for access to letters will be made available to parents and pupils with disabilities (adaptations such as size, text / font, audio options.)
- An accessibility review will take place of the school website to evaluate what is practical, reasonable and affordable to improve access for all.

Financial Planning and control

The headteacher, Leadership Team and the Resource Committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Action Plan

Compliance with the Equality Act			
Accessibility Outcome	Action to ensure Outcome	Who is Responsible?	Time Frame
All pupils will be educated in accordance with the Equality act	Monitoring of the impact and implementation of the Personal Development Curriculum - PSHE/RSE - No Outsiders - Well-Being	CC GH HF	Ongoing as progressive in content
Gender balance within the curriculum	Teachers, when planning look for key influencers that share a balance of gender (e.g women in science)	All staff	Termly in planning Monitored through observations, book scrutinies and pupil book studies
Celebration of difference	Throughout all aspects of school life the Equality act is reflected with the celebration of difference and inclusion of all. Nobody left behind or left out.	HT, DHT All staff	Ongoing This is the basis of all that we do and should continue throughout every action taken.

Access to the Physical Environment			
Accessibility Outcome	Action to ensure Outcome	Who is Responsible?	Time Frame
All pupils have equal access to the schools facilities where reasonably possible.	Ensure all doorways are kept clear of obstruction. Ensure all disabled facilities are kept in good order	All Staff HT/PFI	On going
Signage around the school is accessible for all.	Signage to be created for key labels and facilities that is pictorial, large, textured.	HF	Spring Term 2025 Use of Widget software
Lighting throughout the school is appropriate, consistent and does not impair.	Work with the PFI contractors to replace any lighting that is impairing the quality of light in the building.	HT and PFI	2025

Ensuring inclusion in the school community (see also access to information and guidance)			
Accessibility Outcome	Action to ensure Outcome	Who responsible	Time Frame
All families have equal communication	Ensure all families are aware that they can request information in a different format removing barriers to communication.	Office staff HT	Ongoing as new families join the school
All pupils and families have equal access to school events.	School events take into consideration all disabilities and barriers to ensure that where possible there is equal access for all.	All staff	Short term Ongoing – dynamic changes to accommodate evolving events

Access to the curriculum			
Accessibility Outcome	Action to ensure Outcome	Who responsible	Time Frame
All pupils will have the resources available to enable, where possible, full access to the curriculum irrespective of disability.	Adaptations - coloured papers, overlays, adaptive tools and equipment will be made available to support needs. Furniture will be adapted where possible to support access. (Height, slope, size etc.)	Class teachers SENCO HT	Ongoing to ensure accessibility As part of APDR resources will be detailed.
The ICT equipment will be replaced on a rolling programme where possible.	RAG rating of all equipment regularly prepared by consultants. 5 year plan of replacement in place. Upgrades planned for to ensure access for all.	EVOLVE ICT HT Governors	Ongoing Restrictions on budget may affect this.
Teachers will detail adaptations on a weekly overview.	All staff members have copies of weekly overviews to ensure that they are clear about the support pupils require to access individual lessons.	Teachers SENDCo HT	Ongoing From October 2025

Access to information advice and guidance - statutory			
Accessibility Outcome	Action to ensure Outcome	Who is Responsible?	Time Frame
Ensure the school website meets accessibility standards including alt-text, readable fonts, and colour contrast.	Migrate the website to new format	Governor rep, HT, Office manager	Spring 2026
Use plain, jargon-free language in all communications	Utilise AI to ensure a consistent, accessible tone	All staff	Ongoing
Send communications through multiple channels (email, ClassDojo app, printed letters).	Introduce the ClassDojo app (Autumn 2025) to provide easily accessible communication on mobile devices.	All Staff	Ongoing