



## The Cowplain School

**Work hard. Enjoy learning. Achieve highly.**

# Accessibility Plan

**Adopted:** December 2021

**Approved by:** Autumn 2025

**Review date:** Autumn 2028

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## Welcome Statement

The Cowplain School is committed to providing an accessible, inclusive environment in which all pupils, staff, and visitors can participate fully in school life. Guided by our motto—**Work hard. Enjoy learning. Achieve highly.**—we ensure that our facilities, curriculum, and communications are designed to meet diverse needs and remove barriers to learning and engagement.

We work proactively to identify and address accessibility issues and continuously review our provision to promote equality of opportunity. Our aim is to enable every member of our community to access the support, resources, and environment they need to thrive.

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## 1. Introduction

The Cowplain School have adopted this Accessibility Plan in accordance with the Equality Act 2010, the SEND Code of Practice: 0–25 Years (2015), and the school's Special Educational Needs and Disabilities (SEND) Policy.

The purpose of this plan is to ensure that the school is socially, academically, and physically inclusive, enabling all pupils—particularly those with SEND—to access high-quality teaching, learning, and wider school life.

This plan should be read alongside the **SEND Policy and the SEND Information Report**.

This plan is published on the school website and is reviewed every three years.

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## 2. Definitions

### 2.1 Special Educational Needs (SEND)

A pupil is considered to have SEND if they have a learning difficulty or disability that calls for special educational provision, such as: - Significantly greater difficulty in learning than the majority of pupils of the same age, or - A disability that prevents or hinders them from making use of typical educational facilities, as defined in the **SEND Code of Practice**, (DfE 2015).

### 2.2 Disability

A disability is a physical or mental impairment that has a long-term, substantial adverse effect on the ability to carry out normal day-to-day activities (Equality Act 2010).

### 2.3 Special Educational Provision

Provision that is additional to, or different from, that made generally for others of the same age in mainstream schools.

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## 3. Aims of the Accessibility Plan

The Cowplain School aims to:

- Increase access to the curriculum for pupils with SEND and disabilities.
- Improve the physical environment to enable better access.
- Improve the availability and accessibility of information for pupils and families.

This plan outlines the actions the school will take to meet these aims in line with statutory duties.

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## 4. Accessibility Priorities and Action Plan

### 4.1 Staff Training and Accessible Information

Priority Area	Short-Term Outcome	Medium-Term Outcome	Long-Term Outcome
1. Improve staff access to information about pupils with SEND.	Pupil Passports available to teaching staff in a user-friendly, pupil-centred format and linked with Class Charts.	Staff have a secure understanding of pupil needs and can apply strategies consistently.	Continued updates to staff as new pupils with complex needs join future cohorts (e.g., visual impairment, Down Syndrome).

<b>Priority Area</b>	<b>Short-Term Outcome</b>	<b>Medium-Term Outcome</b>	<b>Long-Term Outcome</b>
2. Ensure staff understand how to meet varied SEND needs.	CPD for teaching staff on meeting the needs of SEND learners.	Whole-school SEND Review completed to evaluate provision.	Strategic planning for resources such as large-print texts or specialist equipment.

## 4.2 Teaching and Learning (Including Access to Curriculum)

<b>Priority Area</b>	<b>Short-Term Outcome</b>	<b>Medium-Term Outcome</b>	<b>Long-Term Outcome</b>
1. Improve classroom strategies that support independence.	CPD focused on independence, resilience, and mindfulness.	Students develop responsibility for their learning, improving independence for SEND learners.	All SEND pupils achieve qualifications that support aspirational post-16 destinations.
2. Strengthen curriculum planning and assessment checks.	Lesson planning emphasises clear learning steps and regular assessment checks.	Staff are able to intervene promptly for SEND pupils based on assessment insight.	Student progress improves and gaps are reduced.
3. Improve specialist support for resourced provision.	Specific guidance provided for teaching students in the Autism and Dyslexia Resourced Provisions.	Pupils in the Resourced Provisions make strong progress.	Students exceed expectations and have ambitious destinations.

## 4.3 Physical Environment Improvements

<b>Priority Area</b>	<b>Short-Term Outcome</b>	<b>Medium-Term Outcome</b>	<b>Long-Term Outcome</b>
1. Provide specialist equipment.	Pupils receive specialist equipment (e.g., visual stress resources, mobility equipment) following advice from professionals.	Pupils make progress due to appropriate equipment.	Ongoing partnership with external specialists informs future provision.

<b>Priority Area</b>	<b>Short-Term Outcome</b>	<b>Medium-Term Outcome</b>	<b>Long-Term Outcome</b>
2. Ensure accessibility in assessments.	Assess pupils for Access Arrangements in <b>Year 9</b> to ensure appropriate support in exams.	Pupils with additional needs have an equal chance of success in formal assessments.	Strong SEND examination outcomes.
3. Improve transition to further education.	Work with post-16 providers to share information.	Transition is smooth and support is in place at college.	More successful long-term outcomes for SEND learners.

## 5. School Estate – Major Capital Considerations

The school consists of multiple buildings constructed between the 1930s and 1970s. The site presents challenges for physical accessibility due to levels and building design.

Existing measures include: - Portable ramps used where possible - Two accessible toilets installed across different buildings – Two designated disabled parking bays - Handrails fitted (2023) to support entry into two buildings previously without handrails

### Future Priorities

<b>Priority</b>	<b>Intended Outcome</b>
Provide additional accessible facilities as buildings are refurbished.	More accessible toilet and washroom facilities.
Improve wheelchair access into additional buildings.	Wheelchair access where feasible; meeting and rooming logistics considered.
Ensure any new build (e.g., performance space) is fully accessible.	Fully accessible new teaching and performance spaces.

## 6. Monitoring and Review

This plan will be reviewed every three years to ensure:

- Alignment with statutory duties
- Full compliance with the SEND Code of Practice
- Effective progress against identified priorities

This Accessibility Plan and the outcomes will be evaluated every three years to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed in the school.

## 7. Sign-off

SEND Trustee: \_\_\_\_\_ Date: \_\_\_\_\_

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

SENDCo: \_\_\_\_\_ Date: \_\_\_\_\_

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### Summary of Changes

Date Reviewed:	Autumn 2025	Reviewed by:	HDS	Next Review:	Autumn 2028
Summary of changes made:	<ul style="list-style-type: none"><li>• Dated updated 2025 to read 2026</li><li>• Date of Review as 2028 as a 3 year cycle.</li><li>• Welcome statement added</li><li>• Document made easier to read and more accessible in its format for screen-readers etc.</li><li>• Headings simplified</li><li>• Parking bays designated as disabled is now 2</li><li>• More explicit reference to the SEND code of practice.</li><li>• Future priorities added to split up information from School Estate – Major Capital Considerations. Therefore, showcasing we are forward planning- (whilst not changing any of the content previously in there) and we have plans with our new buildings eg; theatre.</li></ul>				
Approved by Academy Trustees on:	9 <sup>th</sup> December 2025				