



# Accessibility Policy

Policy Owner: Sara O'Mahony, Deputy Head, SENDCO last updated: March 2026

This policy will be reviewed at least every 3 years.

## 1. Introduction and Vision

Cookham Rise is committed to providing a fully inclusive environment where all pupils, regardless of their physical ability or educational need, can "SHINE" and achieve their full potential. We aim to eliminate discrimination, advance equality of opportunity, and foster good relations within our community.

## 2. Legislative Framework

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## 3. Our principles and values relating to equality and inclusion are: -

- **Respect for All**  
We treat every child, family member, and staff member with kindness, dignity, and respect. We celebrate differences and ensure everyone feels valued and heard.
- **Equality of Opportunity**  
Every child has the right to access high-quality learning and opportunities, regardless of their background, abilities, gender, culture, religion, or needs. We strive to remove barriers so all children can succeed.
- **Inclusive Learning Environment**  
We create a safe, welcoming, and supportive environment where all children feel they belong. Our teaching is adapted to meet diverse needs and learning styles.
- **Celebrating Diversity**  
We recognise and celebrate the rich diversity within our school community. Through our curriculum and activities, children learn to appreciate different cultures, perspectives, and experiences.
- **Kindness and Empathy**  
We encourage children to understand and care about others' feelings. We promote kindness, fairness, and positive relationships in all aspects of school life.
- **Challenging Discrimination**  
We do not tolerate bullying, prejudice, or discrimination of any kind. We actively teach children to stand up for what is right and to support one another.
- **Voice and Participation**  
Every child is encouraged to share their ideas, opinions, and experiences. We listen to children and involve them in decisions that affect their learning and school life through pupil parliament, the school council and informal discussions.
- **Support for Individual Needs**  
We recognise that every child is unique. We provide appropriate support to ensure all children, including those with additional needs, can thrive.
- **Partnership with Families**  
We work closely with families and carers, respecting their backgrounds and values, to support

each child's development and wellbeing. We value parental voice and gather this through parental questionnaire, annual reviews and parents' evenings.

- **Continuous Improvement**

We are committed to reflecting on and improving our practices to ensure our school remains inclusive, fair, and supportive for everyone.

Cookham Rise is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. All staff complete equality and diversity awareness training annually.

The school supports any available partnerships to develop and implement the plan. We work in conjunction with the local authority (LA) and their accessibility strategy which aims to make a positive difference to the achievements of children and young people across the borough.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

#### **4. The Three Core Strands**

Our plan focuses on three mandatory areas to remove barriers for disabled pupils:

##### **I. Increasing Access to the Curriculum**

Ideally, all areas of the curriculum should be available to all pupils, regardless of their disability. We make every effort to educate children with disabilities alongside their peers in a mainstream classroom setting. Where this is not possible the SEND co-ordinator consults with the child, parents and other professionals about proposed flexible alternative arrangements.

The school curriculum is reflected on regularly to ensure it is accessible to children of all levels and abilities and supports the learning and progress of all children as individuals. This includes learning outside the classroom through activities such as after school clubs, leisure and cultural activities and school visits.

Areas that remain a priority for our school are:-

- Early identification of the needs of disabled children and staff awareness of these
- Regular training of staff on aspects of SEND in the school and developing appropriate teaching and learning strategies.
- Raising awareness for all pupils about the range of disabilities in the school e.g. the SHINE team working with classes
- Listening to the views of SEND children and their parents/carers
- Specific specialist intervention where needed for all SEND children
- Specialist advice from other professionals
- Special access arrangements for internal and external assessments
- Access to digital and audio-visual material and equipment

##### **II. Improving the Physical Environment**

The school environment is reviewed regularly in conjunction with teaching staff, the School Business Manager, the School Site Manager and the Senior Leadership Team.

Teachers are given advice on creating a calm and purposeful learning environment which includes considering seating arrangements, lighting, noise and visual stimulus.

<b>Area</b>	<b>Comments</b>
Entrance and main reception	The main reception area both outside and inside is all on one level. Access to the building is given through an intercom system and a member of the office team is always on hand to assist anyone needing help to enter the building.
Car parking	A disabled car parking space is available immediately outside the main entrance.
Main building	Most of the building is on one level. Where stairs exist inside the building, there is also a ramp alongside. There are two disabled toilets, one in KS1 and one in KS2. All classrooms are accessed through flat floors with low level handles.
Outdoor space	Outdoors is directly accessible from most of our classrooms and for the majority of these, there are no steps. The playground and field are all on one level with some slight gradients. There are seating areas around the grounds where children can rest/play quietly.
Specialist equipment	Specialist equipment has been purchased when recommended by specialist professionals.
Safe spaces	We have created a sensory room for children who may need a calm and relaxing environment as well as identifying other areas around the school which could be a safe space.

Areas which remain a priority of the school include:  
 Additional handrails and hoist when needed  
 Customised furniture and equipment when needed  
 Adjustable workstation when needed  
 Emergency systems fitted with visual alarms  
 Evacuation chairs where needed

### **III. Improving the Delivery of Information**

Staff consider the needs of each individual child and family and provide accessible learning resources for them. We are well resourced with interactive whiteboards and other digital technology which has enabled us to diversify the ways in which information can be shared.

Areas which remain a priority of the school include:

Using the 'Widgets' software to support learners with visual communication tools  
 Providing materials in large print where needed  
 Using readers and scribes when needed for assessments  
 Using coloured overlays for texts  
 Providing an accessible website where there is the means to translate information to alternative languages

### **5. Staff and other users with disabilities**

The governing body recognises its responsibilities towards employees with disabilities. Many of the improvements will also benefit disabled adults as well as children

### **6. Responsibility and Implementation**

- The Governing Body: Holds ultimate accountability for the plan, ensuring adequate resources are allocated for its implementation.
- The Headteacher: Is responsible for creating, implementing, and reviewing the plan in conjunction with the SENDCO



