



Collingwood Primary School

Accessibility Plan

November 2025

Last Review	November 2025
Next Review	November 2028
Review Cycle	Every three years

Aims of the Plan

- To create opportunities for every child to develop and learn
- To release potential in people to make the most of themselves
- To achieve excellence in standards of education and skill for all children
- To ensure the building and premises are accessible to all users, including pupils/carers and visitors.
- To have due regard to the duties from the Equality Act as follows;
 - Eliminate unlawful discrimination, harassment and victimization;
 - Advance equality of opportunity between different groups, and
 - Foster good relations between different groups

Introduction

This plan is drawn up in accordance with the duties in the Equality Act 2010, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in “Accessible Schools: Planning to increase access to schools for disabled pupils,” issued by DfE.

Definition of a Disability

Disability is defined by the Equality Act 2010 as:

“A person has a disability if he or she has a physical or mental impairment that has a “substantial” and ‘long-term’ negative effect on his or her ability to do normal day to day activities.”

Key Objective

To reduce and eliminate barriers of access to the curriculum, and to enable full participation in the school community for pupils, prospective pupils and our adult users with a disability.

Principles

- Compliance with the Equality Act and the operation of the school’s SEN policy.
- The school recognises its duties under the Special Educational Needs and Disability Act (SENDA):
 - Eliminate unlawful discrimination, harassment and victimisation
 - Advance equality of opportunity between different groups; and
 - Foster good relations between different groups.
 - 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.
- In performing their duties, governors and staff will have regard to the Technical Guidance on the Public Sector Equality Duty written by the Equality and Human Rights Commission.
- In performing their duties, governors and staff will have regard to the Special Educational Needs and Disability regulations 2014.
- The school recognises and values parent’s knowledge of their child’s disability and its effect on his/her ability to do normal activities, and respects the parents’ and child’s rights to confidentiality.

- Schedule IO (Accessibility for Disabled Pupils) of the Equality Act also requires schools to;
 - Increase the extent to which disabled pupils can participate in school curriculum
 - Improve the physical environment of the schools for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services, provided or offered by the school,
 - Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individual and groups of pupils.

About our School

Collingwood Primary School's building was opened in 1951.

- Our school playground and outside spaces are easily accessible to all users as pavements and pathways are flat and well maintained. Our main school hall, where we perform assemblies and shows for our parents and the community, is easily accessible from the main reception area. We have smaller meeting rooms where visitors and educational advisors can talk in a more private setting. For security reasons, our front door is operated on a fob system which all staff are issued with upon employment. Fire doors are also located around the building. These are tested regularly.
- Our teaching classrooms are located on the ground floor, with one extra classroom and computing suite located on the first floor. Our caretaker's office is also located on the first floor. Our main halls and outside spaces are easily accessible for all users. The staff room and stage are only accessible via a short stair case.
- The new entrance has a low counter to comply with the Disability Discrimination Act.
- We have toilets, meeting rooms and school halls that are accessible to all users. There are ramps for all users to gain access to our school. Outside spaces are well maintained and accessible.
- We have a Sensory Room which offers a quiet space for children, when needed, and a separate meeting room that can be used by outside agencies if they want to discuss family issues with parents/carers.
- We have a Medical Room that houses First Aid equipment and a defibrillator, stored in our main office, for both school and public use. Staff are regularly trained in this area.
- Parents/Carers are invited to discuss any concerns if their child needs support in accessing their education off the school site e.g. visits, Outdoor Activity Centres. Arrangements to support access can be facilitated.
- Any files regarding Special Educational Needs and Disability (SEND) are stored in a secure space and maintained by our SEND Coordinator.

- Adaptions for visual and auditory difficulties are available as needed.

Action Plan

The School has identified a range of points for development in line with the duties from the Equality Act as follows;

- For Nursery and some KS1 classroom access, more ramps are desirable.
- Disabled access to upstairs rooms, the stage and staffroom area are desirable and will be addressed immediately through application to North Tyneside should the need arise.

Linked Policies

This plan will contribute to the review and revision of related school policies, e.g.:

- SEND policy
- Equality and Diversity Guidance for Schools
- Guidance on Publishing of Equality Data for Schools
- Curriculum policies

Monitoring and review

This policy will be reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published. The headteacher will review the policy in collaboration with the SENDCO.