



Coniston Primary School

Equalities and Accessibility Plan 2024-2025

Key issues identified:

1. Ensure access throughout the buildings is appropriate for pupils/families as necessary, particularly if in a wheelchair
2. Ensure children with a Visual Impairment are not disadvantaged
3. Ensure children with a hearing impairment are not disadvantaged
4. Provision of suitable premises/materials/support for children with SEN, including dyslexia
5. Provide opportunity to celebrate and champion diversity

Accessibility aspects	Equality Objectives	Actions	How will the impact be monitored?	Who	Time Frames	Progress review (date)
Mobility/access	Equality of access throughout the buildings needs to be monitored and improved where necessary	• Ensure any changes to buildings improve access	Discussion with all stakeholders	EV/AW/CS	On-going	July 2026
Visual Impairment	Equal access for children and staff with Visual Impairment	• Provision of suitable texts: time for teacher to enlarge/prepare texts as needed • Ensure that any class where a child with VI is learning has the facility to link laptop to the IWB • Review playground markings to highlight steps onto front	Discussion with all stakeholders Observation as appropriate Feedback from child/teacher/parents as appropriate	EV/AW	On-going	July 2026

		playground and around mounds (trip hazards)				
Auditory	Equal access for children and staff with Hearing Impairment	• Provision of suitable training/support for staff • Auditory loop fitted or appropriate device utilised in classrooms to support any child with HI	Discussion with all stakeholders Observation as appropriate Feedback from child/teacher/parents as appropriate	EV/AW	On-going	Not currently applicable (Jan 2026)
SEN	Equal access for children and staff with SEN, including dyslexia/ADHD/ASD/physical issues/SEMH	• Provision of quiet spaces in school • Suitable resources for individual needs (e.g. ear defenders, wobble cushions, fidget toys) • Ensure classrooms are 'SEND friendly' (resources, teaching aids, IWB flip backgrounds) • Training for staff as needed to meet individual needs • SEN support reviews 3x yearly: all classes	Discussion with all stakeholders Feedback from SEND professionals, staff, children and parents	EV/AW	On-going	Review July 2026
Parental access	Ensure parents with additional needs are supported	• Provision of sign-language interpreter if required • Availability of enlarged texts where needed	Discussion with all stakeholders Ongoing discussion with appropriate families	EV/AW/AF/CS	On-going	Review July 2026

		• Support with paperwork through the office and Family Link • Ensure full accessibility to buildings and make aware of stairs as a limiting factor for visitors to Y4, Y5 or Y6				
Attitudes towards disability and diversity	Exposure to disabilities and diversity, celebrating differences within the school, local and global community	• Curriculum celebrates diversity as key guiding principle – woven into all aspects of learning • Ensure images used in classrooms and around the school demonstrate a broad representation of all need, abilities, genders and cultures. • Highlight role models (locally and globally) who have overcome challenges • Engage with and welcome visitors to the school to discuss diversity and disability with the children • Continue to follow Jigsaw Scheme of Work to ensure active discussion about disability and diversity continues	Discussion with all stakeholders Observations, discussions with pupils and staff	All staff	On-going	Review July 2026

Signed: (Chair of Curriculum Committee)

Next Review Date: November 2026