Accessible Schools – POLICY BRIEF (Full text in Braille, Grade 1 / uncontracted)

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About Project

The COOL - Accessible School project was created with the aim of improving the accessibility of educational materials in European primary schools, contributing to a truly inclusive school system.

Through the co-creation of accessible audiobooks, guidelines for teachers, inclusive toolkits and materials developed together with students and teachers, COOL supports schools in

creating educational environments that take into account the sensory, cognitive and linguistic needs of all pupils.

The main objective of the Accessible Schools (COOL) project is to promote inclusive and accessible education practices that prepare all students, including those with disabilities and/or a migrant background, for success in school and in life.

The project aims to provide tailored guidance, support services, promote the development of key competences, and encourage active participation and engagement among students and their teachers/educators.

The consortium involves partners from different European countries with expertise in inclusive education, accessibility, educational technology and multisensory pedagogy.

Introduction

Accessibility in primary education is an essential component for every student to learn, participate and progress without barriers. Despite progress in European legislation, the gap between theory and practice remains significant: many materials used in European primary schools are not inclusive nor designed according to the principles of Universal Design for Learning (UDL).

Teachers often report that they lack the tools or training to adapt content to the diverse needs of their pupils, while school

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for students with specific needs or different mother tongues, creating disparities in participation.

Inconsistent teacher training on accessibility

Teachers show interest in inclusive methodologies, but they do not always have the tools, skills or clear guidelines to effectively adapt materials. The lack of targeted training makes it difficult to implement accessible strategies in a systematic and continuous manner.

National guidelines and standards still poorly structured

Not all European countries have official guidelines defining how teaching materials should be designed or adapted to be accessible. The absence of common standards makes inclusion dependent on the individual efforts of schools, rather than on a shared educational strategy.

Accessible schools- Identified Gaps

Limited access to inclusive digital resources

Although digitisation is advancing, not all schools have tools compatible with assistive technologies or platforms designed for students with different needs. This reduces the possibilities for using diverse materials suitable for multiple learning styles.

School -family-service collaboration not always integrated

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More Inclusive Learning for All Students

COOL materials are designed to meet different sensory, communication, and learning needs. Strategically, they ensure that the curriculum allows every student, regardless of their characteristics, to access content and actively participate in school activities.

Greater Participation and Motivation in the Classroom

Multisensory resources, audiobooks, visual maps and simplified content facilitate understanding and make the learning process more engaging. This increases student participation and promotes a more active and collaborative classroom environment.

Practical Support for Teachers and Educational Teams

COOL offers ready-to-use materials that have been tested and co-created with teachers in real school settings. Integrating them into the curriculum lightens the workload for teachers by providing clear and immediately usable tools.

THE BENEFITS:

Alignment with European accessibility standards. Integrating COOL materials means bringing schools closer to the objectives of the European Accessibility Act and UN targets for inclusive education. Adoption of a national

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Conclusion

Educational accessibility is not a choice, but a necessity.

Adopting the materials developed by the COOL project can profoundly transform European education, ensuring that every child can learn without barriers.

Integrating these materials into national curricula means-

strengthening inclusion;

promoting equality and participation; supporting teachers;

valuing diversity;

building schools that reflect European values of equality and human rights.

A more accessible Europe starts with its schools.

References

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CAST.

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⠠⠏⠗⠕⠍⠕⠞⠊⠝⠛ ⠠⠟⠥⠁⠇⠊⠞⠽ ⠊⠝ ⠠⠊⠝⠉⠇⠥⠎⠊⠧⠑ ⠠⠑⠙⠥⠉⠁⠞⠊⠕⠝⠲

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⠓⠞⠞⠏⠎⠒⠌⠌⠺⠺⠺⠲⠑⠥⠗⠕⠏⠁⠗⠇⠲⠑⠥⠗⠕⠏⠁⠲⠑⠥ ⠠⠕⠠⠑⠠⠉⠠⠙ ⠶⠼⠃⠚⠃⠚⠶⠲ ⠠⠑⠙⠥⠉⠁⠞⠊⠕⠝ ⠁⠞
⠁ ⠠⠛⠇⠁⠝⠉⠑ ⠼⠃⠚⠃⠚⠒ ⠠⠕⠠⠑⠠⠉⠠⠙ ⠠⠊⠝⠙⠊⠉⠁⠞⠕⠗⠎⠲ ⠠⠕⠠⠑⠠⠉⠠⠙ ⠠⠏⠥⠃⠇⠊⠎⠓⠊⠝⠛⠲

⠓⠞⠞⠏⠎⠒⠌⠌⠙⠕⠊⠲⠕⠗⠛⠌⠼⠁⠚⠲⠼⠁⠛⠓⠛⠌⠼⠋⠊⠚⠊⠋⠓⠛⠉⠤⠑⠝

⠠⠕⠠⠑⠠⠉⠠⠙ ⠶⠼⠃⠚⠃⠃⠶⠲ ⠠⠎⠞⠗⠑⠝⠛⠞⠓⠑⠝⠊⠝⠛ ⠞⠓⠑ ⠠⠊⠍⠏⠁⠉⠞ [illegible]
⠠⠏⠕⠇⠊⠉⠽ ⠋⠕⠗ ⠠⠊⠝⠉⠇⠥⠎⠊⠕⠝ ⠁⠝⠙ ⠠⠑⠟⠥⠊⠞⠽⠲ ⠠⠕⠠⠑⠠⠉⠠⠙ ⠠⠏⠥⠃⠇⠊⠎⠓⠊⠝⠛⠲

⠓⠞⠞⠏⠎⠒⠌⠌[illegible]⠊⠕⠝ ⠠⠥⠠⠝⠠⠑⠠⠎⠠⠉⠠⠕ ⠶⠼⠃⠚⠃⠚⠶⠲ ⠠⠛⠇⠕⠃⠁⠇
⠠⠑⠙⠥⠉⠁⠞⠊⠕⠝ ⠠⠍⠕⠝⠊⠞⠕⠗⠊⠝⠛ ⠠⠗⠑⠏⠕⠗⠞ ⠤ ⠠⠊⠝⠉⠇⠥⠎⠊⠕⠝ ⠁⠝⠙ ⠠⠑⠙⠥⠉⠁⠞⠊⠕⠝⠒ ⠠⠁⠇⠇
⠠⠍⠑⠁⠝⠎ ⠠⠁⠇⠇⠲

⠠⠥⠠⠝⠠⠑⠠⠎⠠⠉⠠⠕⠲

⠓⠞⠞⠏⠎⠒⠌⠌⠑⠝⠲⠥⠝⠑⠎⠉⠕⠲⠕⠗⠛⠌⠛⠑⠍⠤⠗⠑⠏⠕⠗⠞⠌⠗⠑⠏⠕⠗⠞⠌⠼⠃⠚⠃⠚⠌⠊⠝⠉⠇⠥⠎⠊⠕⠝ ⠠⠥⠠⠝
⠠⠊⠠⠉⠠⠑⠠⠋ ⠶⠼⠃⠚⠃⠁⠶⠲ ⠠⠁⠉⠉⠑⠎⠎⠊⠃⠇⠑ ⠠⠙⠊⠛⠊⠞⠁⠇ ⠠⠇⠑⠁⠗⠝⠊⠝⠛ ⠋⠕⠗ ⠠⠁⠇⠇
⠠⠉⠓⠊⠇⠙⠗⠑⠝⠲ ⠠⠥⠠⠝⠠⠊⠠⠉⠠⠑⠠⠋ ⠠⠕⠋⠋⠊⠉⠑ ⠕⠋ ⠠⠛⠇⠕⠃⠁⠇ ⠠⠊⠝⠎⠊⠛⠓⠞ ⠁⠝⠙ ⠠⠏⠕⠇⠊⠉⠽⠲

⠠⠞⠓⠊⠎ ⠙⠕⠉⠥⠍⠑⠝⠞ ⠓⠁⠎ ⠃⠑⠑⠝ ⠉⠗⠑⠁⠞⠑⠙ ⠊⠝ ⠁ ⠗⠑⠎⠏⠕⠝⠎⠊⠃⠇⠑ ⠍⠁⠝⠝⠑⠗ ⠁⠝⠙ ⠊⠎ ⠝⠕⠞ ⠊⠝⠞⠑⠝⠙⠑⠙ ⠞⠕ ⠃⠑ ⠁ ⠉⠕⠍⠏⠗⠑⠓⠑⠝⠎⠊⠧⠑ ⠇⠑⠛⠁⠇ ⠁⠙⠧⠊⠉⠑⠄

⠠⠞⠓⠑ ⠊⠝⠋⠕⠗⠍⠁⠞⠊⠕⠝ ⠉⠕⠝⠞⠁⠊⠝⠑⠙ ⠊⠝ ⠞⠓⠊⠎ ⠙⠕⠉⠥⠍⠑⠝⠞ ⠊⠎ ⠋⠕⠗ ⠞⠓⠑ ⠛⠑⠝⠑⠗⠁⠇ ⠛⠥⠊⠙⠁⠝⠉⠑ ⠕⠋ ⠞⠓⠑ ⠉⠕⠍⠍⠥⠝⠊⠞⠽ ⠁⠝⠙ ⠞⠕ ⠙⠑⠞⠑⠗⠍⠊⠝⠑ ⠺⠓⠑⠞⠓⠑⠗ ⠁ ⠏⠗⠕⠏⠕⠎⠁⠇ ⠕⠗ ⠁ ⠉⠕⠝⠧⠑⠝⠞⠊⠕⠝ ⠍⠁⠽ ⠃⠑ ⠊⠍⠏⠗⠕⠧⠑⠙ ⠕⠗ ⠁⠙⠁⠏⠞⠑⠙ ⠁⠞ ⠁ ⠇⠁⠞⠑⠗ ⠙⠁⠞⠑⠄ ⠠⠞⠓⠊⠎ ⠙⠕⠉⠥⠍⠑⠝⠞ ⠊⠎ ⠙⠊⠎⠞⠗⠊⠃⠥⠞⠑⠙ ⠥⠝⠙⠑⠗ ⠞⠓⠑ ⠉⠗⠑⠁⠞⠊⠧⠑ ⠉⠕⠍⠍⠕⠝⠎ ⠁⠞⠞⠗⠊⠃⠥⠞⠊⠕⠝ ⠇⠊⠉⠑⠝⠎⠑⠄ ⠠⠞⠓⠑ ⠁⠥⠞⠓⠕⠗ ⠛⠗⠁⠝⠞⠎ ⠁⠝⠙ ⠗⠑⠞⠁⠊⠝⠎ ⠁⠇⠇ ⠗⠊⠛⠓⠞⠎ ⠞⠕ ⠞⠓⠑ ⠺⠕⠗⠅ ⠥⠝⠙⠑⠗ ⠞⠓⠑ ⠞⠑⠗⠍⠎ ⠕⠋ ⠞⠓⠑ ⠉⠗⠑⠁⠞⠊⠧⠑ ⠉⠕⠍⠍⠕⠝⠎ ⠁⠞⠞⠗⠊⠃⠥⠞⠊⠕⠝ ⠇⠊⠉⠑⠝⠎⠑⠄