



Cragside Church of England Primary School

Accessibility Plan 2024-2027

We are an inclusive school and believe that it is our moral imperative to ensure that every person's light is able to shine. We strive to enable every single child to fulfil their personal goals. All children matter and are valued by us; we celebrate diversity, similarities and personal achievements. Those within the school community are actively encouraged to support and care for each other.

- We provide a secure, caring and welcoming environment for children, parents, staff and everyone who visits our school
- We actively promote positive attitudes to disabled people
- We encourage participation by disabled people in school life
- We take positive steps to remove barriers and respond to needs.
- We promote equality of opportunity between disabled persons and other 'groups'
- We know that a person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities and we work with children and families to support these in order for all to fulfil their personal potential.
- We try our absolute best to ensure that those who have a disability are enabled to make good or better progress in order to achieve in line with all children.
- We embed an ethos of understanding and positive attitudes towards disabilities. The views of governors, parents and children have been sought to embed this culture.
- We want to continue to increase the extent to which disabled pupils can participate in the school curriculum (including extra-curricular activities)
- We will always review and continuously improve our school environment to increase the extent to which disabled pupils can take advantage of education and associated services provided; and
- We will ensure the availability of accessible information to disabled pupils parents and carers.

Background rationale

The Equality Act 2010: Schedule 10, Paragraph 3 states all schools must have an Accessibility Plan, reviewed every three years. It is also listed by the Department for Education as a required policy. An accessibility plan is a plan for:

(a) increasing the extent to which disabled pupils can participate in the school's curriculum,

(b) improving the physical environment of the school 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, and

(c) improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This must be within a reasonable time and in ways which are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents. A disability under the Equality Act 2010 is: '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes physical disabilities and others with sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

DUTIES AND DEFINITIONS

The Equality Act's fundamental definition of a disabled person is someone who has 'a physical or mental impairment which has a substantial and long-term negative effect on his or her ability to carry out normal day-to-day activities.'



1. Disability discrimination duties state that it is unlawful for schools to discriminate against disabled pupils. We would discriminate if we treated a disabled pupil or prospective pupil less favorably than another for a reason related to their disability and without justification, or if we failed, without justification, to take reasonable steps to avoid placing disabled pupils at a substantial disadvantage. This duty is often known as the 'reasonable adjustments' duty.

2. Planning duties require Local Authorities and schools to develop accessibility strategies and plans to improve access to school education for disabled pupils. The strategies and plans we adopt will show how, over time, access to local schools will be increased by increasing access to the curriculum for disabled pupils, making improvements to the physical environment of the school to increase access to education and associated services and making written information accessible in a range of different ways for disabled pupils, where it is provided in writing for pupils who are not disabled.

3. Special Educational Needs and/or Disabilities duties. The definition of SEND includes many, but not necessarily all, disabled children: a disabled child has special educational needs if they have a disability and need special educational provision to be made for them in order to be able to access the education which is available locally. The SEND duties provide support for children identified as having SEND.

MAKING REASONABLE ADJUSTMENTS FOR DISABLED PUPILS

Reasonable adjustments meet statutory requirements when they:

- act to prevent disabled pupils being placed at a substantial disadvantage
- are aimed at all disabled pupils
- are anticipatory
- enable pupils to participate in education and associated services

Our school has clear ways of identifying, assessing and making provision for SEN and Disability (SEND) as set out in our SEND Information report (which is available from the school website). We are very much an inclusive, open and listening school and recognise and respect that children and their families are at the heart of all that we do. We will always, where possible, make reasonable adjustments, including the provision of any necessary equipment and services, to ensure that we minimise any disadvantage for disabled children and young people.

FACILITIES ALREADY IN PLACE

- Disabled car parking spaces available close to the school entrance.
- Dropped kerbs and paved access either side of main vehicle access.
- Pedestrian paths are accessible for wheelchair users to all external entry points to school
- Main entrances to the school building, EYFS area, Key Stage 1, Y3/4 Cloakrooms and Y5/6 Cloakrooms and library area have wide doors for wheel chair access.
- Pupil entrances have double doors which would allow for wheelchair access.
- A staff and a pupil disabled toilet and shower area is available for use. Additional disabled toilets and changing facilities are available for children in all three phases of our school
- Floor and low height furniture to meet the mobility needs of SEND pupils.
- Storage areas for walkers, wheelchairs etc are available around the school



To increase the extent to which pupils with disabilities can participate in the curriculum

Current Good Practice

The school currently provides a range of support to ensure pupils with disabilities can access the curriculum and educational experiences. Children with disabilities are able to access extra-curricular clubs, and we have appropriately trained staff to support children with a variety of disabilities and medical needs. Specialist resources are available to support children with sensory processing needs, visual and hearing impairments as required. We work hard to implement a trauma informed approach to children who need it. Coaching is used to enhance personalised provision, and the school utilises the EEF SEN Guidance report as a model for development. CPD opportunities are provided for all staff to ensure they can effectively support pupils with additional needs. The curriculum and resources are tailored to the needs of pupils who require support to access the curriculum. The school also ensures curriculum resources include diverse examples of people, and progress is tracked for all pupils, including those with a disability, with appropriate targets set.

Objective	Actions to be taken	Success Criteria	Person responsible	Timeframe
Increase the inclusiveness of curriculum resources and materials	<ul style="list-style-type: none"> - Review all curriculum resources and materials to identify any gaps in representation of people with disabilities - Procure additional resources that positively depict people with a range of disabilities - Ensure new resources are integrated into curriculum planning and delivery across all year groups 	<ul style="list-style-type: none"> - All curriculum resources and materials include positive representations of people with disabilities - Pupil voice feedback indicates increased sense of inclusion and representation 	SENCO Curriculum Leads	End of academic year
Improve accessibility of educational visits and trips	<ul style="list-style-type: none"> - Review risk assessments for all school trips to ensure accessibility for pupils with disabilities - Liaise with trip providers to ensure reasonable adjustments can be made to accommodate pupils with disabilities - Provide additional adult support, specialist equipment, or alternative 	<ul style="list-style-type: none"> - All school trips are accessible for pupils with disabilities - Pupil and parent feedback indicates increased participation and satisfaction with educational visits 	EVC SENDCO	Each term



	arrangements as needed to enable full participation			
Enhance sensory resources in the EYFS environment	<ul style="list-style-type: none"> - Audit current sensory resources in the EYFS setting - Procure additional sensory equipment and materials to meet the needs of pupils with sensory processing difficulties - Provide training for EYFS staff on effective use of sensory resources to be used in Nursery area 	<ul style="list-style-type: none"> - EYFS environment is well-equipped with a range of sensory resources - Observations and pupil progress data show improved engagement and learning for pupils with sensory needs 	EYFS Lead SENCO EYFS team	Ongoing, reviewed termly
Ensure all pupils with disabilities can fully participate in the curriculum	<ul style="list-style-type: none"> - All pupils with disabilities are able to fully participate in all areas of the curriculum 	<ul style="list-style-type: none"> - Provide adult support, specialist equipment, or alternative arrangements as needed to enable full participation in lessons - Regularly review individual pupil needs and adapt provision accordingly - Monitor the progress of pupils with disabilities and identify any barriers to learning 	<ul style="list-style-type: none"> - All pupils with disabilities are able to fully participate in all areas of the curriculum - Progress data shows pupils with disabilities making at least expected progress 	Ongoing, reviewed termly

To continue to improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided

Current Good Practice

Cragside CofE Primary School has a strong foundation of accessibility features in its physical environment. All doors have good access into school areas and cloakrooms, with ramps in outdoor areas to support access. The school is on a single level, with paths enabling access to outside learning areas. Disabled toilets are available in all phases of the school and the Out of School Club. The school also provides 'break out' areas, including low arousal spaces in EYFS,



KS1 and KS2 for children to access when their sensory needs become overwhelming or they want a quiet space. The school's ordinarily available provision includes the availability of wobble cushions, ear defenders, access to sensory circuits, a continuous provision area to develop speech and language, and opportunities for children to pursue their specific interests during unstructured times.

Objective	Actions to be taken	Success Criteria	Person responsible	Timeframe
<p>Ensure the environment is ready for children with physical disabilities who may join the school and for transitions between phases</p>	<ul style="list-style-type: none"> - Conduct a comprehensive audit of the school's physical environment to identify any areas that may present barriers for children with physical disabilities - Develop a plan to address any identified issues, including installing additional ramps, widening doorways, and ensuring all areas are accessible - Implement the plan, making necessary modifications to the physical environment - Ensure that information about the school's accessibility features is clearly communicated to parents and carers of children with physical disabilities during the admissions process and transition meetings 	<ul style="list-style-type: none"> - Audit completed, with a detailed report identifying areas for improvement - Accessibility plan developed and implemented, with all necessary modifications made to the physical environment - Positive feedback from parents and carers of children with physical disabilities about the school's accessibility features 	<p>SENCo, Caretaker</p>	<p>Within 6 months</p>
<p>Ensure all children have access to the forest school area</p>	<ul style="list-style-type: none"> - Assess the accessibility of the forest school area, identifying any barriers for children with physical disabilities - Develop a plan to improve the accessibility of the forest school area, including the installation of boardwalks, ramps, and other necessary 	<ul style="list-style-type: none"> - Forest school area audit completed, with a detailed report identifying areas for improvement - Accessibility plan developed and implemented, with all 	<p>SENCo, Premises Manager</p>	<p>Within 12 months</p>



	<p>modifications</p> <ul style="list-style-type: none"> - Implement the plan, making the forest school area fully accessible to all children 	<p>necessary modifications made to the forest school area</p> <ul style="list-style-type: none"> - All children, including those with physical disabilities, able to access and participate in forest school activities 		
<p>Ensure that transition planning between year groups considers the needs of children with physical disabilities</p>	<ul style="list-style-type: none"> - Further consider a robust transition process that includes a review of the physical environment and accessibility features for each child with a physical disability - Ensure that any necessary modifications or adjustments to the physical environment are made before the child transitions to the next year group - Communicate the child's needs and the school's plans to support them to the receiving class teacher and other relevant staff 	<ul style="list-style-type: none"> - Transition process for children with physical disabilities developed and implemented - Necessary modifications to the physical environment completed before children transition to the next year group - Positive feedback from parents and carers of children with physical disabilities about the transition process and the school's support 	<p>SENCo, Class Teachers</p>	<p>Ongoing, before each transition period</p>

To continue to improve the availability of accessible information to pupils with disabilities

Current Good Practice

Cragside CofE Primary School has several good practises in place to ensure the availability of accessible information to pupils with disabilities. The school's website is compliant, and policies are available in different versions, upon request. The school also holds informal half-termly coffee mornings for children and families of children with SEND, where information is shared for not only our SENDCO but other professional agencies who are able to attend. SEN Support Plans are reviewed, and targets are shared verbally and in written format with all parents/carers termly. The school provides resource packs for



parents to support learning and collaborates with professionals from different agencies as needed. Additionally, the school staff visit new Reception starters in their present settings, and the newsletter and website are used to share information about SEND events within the local area. The school has good relationships with parents to ensure a consistent approach, and the availability of staff at the end of the day allows for any informal sharing of information.

Objective	Actions to be taken	Success Criteria	Person responsible	Timeframe
Enhance the accessibility of information on the school website	<ul style="list-style-type: none"> - Review the school website to identify areas that can be made more accessible for pupils with disabilities - Implement changes to improve the readability, navigation, and compatibility of the website with assistive technologies - Provide clear instructions on how to access information in alternative formats (e.g., large print, audio, Braille) 	<ul style="list-style-type: none"> - Positive feedback from pupils with disabilities and their families on the accessibility of the website - Increased number of requests for information in alternative formats 	SENCO SBM	6 monthly
Enhance the use of technology to support the delivery of accessible information	<ul style="list-style-type: none"> - Identify and implement assistive technologies (e.g., text-to-speech software, screen readers) that can be used to improve the accessibility of information for pupils with disabilities - Provide training and support for staff and pupils on the use of assistive technologies - Regularly review and update the available assistive technologies to ensure they meet the needs of pupils with disabilities 	<ul style="list-style-type: none"> - Positive feedback from pupils with disabilities and their families on the effectiveness of the assistive technologies - Improved academic and social outcomes for pupils with disabilities due to enhanced access to information 	Computing Leader SENDCO	Ongoing as required