



Crockerne C of E Primary School

'To be the best me that I can be'

Luke 10:25 - 37

Name of Policy:	Accessibility Plan
Committee:	Safeguarding, Health and Safety, Premises and Finance
Date Ratified:	February 2025
Next Review:	February 2027
Chair of Governors Signature:	
Headteacher Signature:	

ACCESSIBILITY PLAN

The accessibility plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three year period ahead of the next review date.

We are committed to providing an environment that enables full curriculum access and that values and includes all pupils, staff, parents and visitors regardless of their education, sensory, social, physical, emotional and cultural needs. We are committed to taking positive approaches in line with the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Our Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe. It contains relevant and timely actions to:

- increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils are as, equally prepped for life as able-bodied pupils; this covers teaching and learning and the wider curriculum of the school, such as participation in after-school clubs, school trips and visits – it also covers the provision of specialist auxiliary aids or equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- improve access to the physical environment of the school, including improvements to the physical environment and physical aids to access education.
- improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples may include letters, timetables, and information about the school and school events in a range of preferred formats within a reasonable timeframe.

The Accessibility Plan will be monitored by governors.

Improving Curriculum Access				
Aim	Tasks	When	Who	Success criteria
To ensure that classroom support staff/teachers have specific training to meet each individual's identified needs.	Provide CPD from specialist staff eg. Nurse, EP, Speech Therapist.	From September 2020 onwards	SENDCo, HT, SLT, All staff	Raised confidence of support staff. Children able to access the curriculum with more independence and confidence. Staff trained to individual specific need e.g. Medical.
To ensure that all children take part in physical activities.	Spare PE kit will be available whenever possible for any child who needs it. Children requiring additional help to access PE will be supported appropriately in line with their My Plan.	From September 2020 onwards	SENDCo, HT, SLT, All staff PE Subject lead	All children to take part in a range of physical activity
School visits are accessible to all children irrespective of attainment or impairment.	Additional support staff are used to ensure that all children are able to access school visits. This includes the residential visit in Y6.	Ongoing		All children will participate in school visits unless there is a specific short-term H & S issue

Improving Physical Access				
Aim	Tasks	When	Who	Success criteria
To ensure that all fire escape routes are accessible to all.	Visual checks on all routes. Practice fire drills.	Ongoing	Site Manager All staff	All staff and visitors are able to have safe, independent exit points.
To ensure that entry to the school is easy for people with disabilities.	Designated parking bay is maintained Consider access around steps	Ongoing	Site Manager	People with disabilities are able to access the school grounds and feel safe.
To ensure that all building and improvement work are carried out in line with the Disability Act 2010	Any programmed maintenance and improvements to be carried out with the intention on improving disabled access	Ongoing	Headteacher Site Manager	People with disabilities are able to access the school grounds and feel safe.
To ensure that children with SEND have support for their needs identified before starting school.	Home visits, meetings with external agencies, parents etc form part of a pre-entry plan.	As needed	SENDCo, EYFS teachers	Children have a smooth transition when starting at Crockerne.

Improving delivery of written information				
Aim	Tasks	When	Who	Success criteria
To improve the delivery of information in writing for children using appropriate formats.	Colour strips/overlays Enlarged texts Copies on coloured paper Board background coloured	Daily	Teachers, SENDCo	Pupils are able to access the curriculum independently and with confidence.
To increase the range of information that is presented to parents electronically.	School website is updated to show current information. Communication is increased using Twitter Newsletters are distributed fortnightly by email.	Ongoing	Office, SLT	Parents have electronic access to 'school life' information.