Accessibility plan

Culworth Primary Academy

Approved by:	Ricky Emms	**Date:** 5/05/26
Last reviewed on:		
Next review due by:	November 2029	

Contents

1. Aims
2. Legislation and Guidance
3. Action Plan
4. Monitoring Arrangements
5. Link to other policies

---

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including [include: pupils, parents, staff and governors of the school].

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premise

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Improving Physical Access

Target	Activity	Timescale
Plan classroom storage to facilitate access to resources by pupils	Ensure that materials are at an accessible height for all users.	Ongoing
Prospective pupils and pupils in attendance.	Assessments of individual's needs to ensure practical measure's have been considered in consultation with the Pupil and parents/caregiver	When changes in circumstances occur
Maintain safety for visually impaired people	Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges Check exterior lighting is working on a regular basis Check flashing beacons that signal fire alarm activation regularly	When circumstances change
Whole School Evacuation	Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities).	Ongoing/ when circumstances change Ongoing Staff CPD
Ensure there are enough fire exits around school that are suitable for people with a disability	Fire exits at back of school into school garden are accessed via steps – Ramps needed	Ongoing - Building Improvement
Fire	Check flashing beacons that signal fire alarm activation regularly	Speak with Abbot Fire – Ongoing

Prospective pupils and pupils in attendance	Assessment of individuals needs to ensure practical measures have been considered in consultation with parents/ carers	When circumstances change
Door Widths	Ensure wheelchairs can access all classroom through main classroom doors	Ongoing

Improving Curriculum Access

Mixed age classes	Mixed ages and abilities in classrooms mean that class teachers must hone and refine differentiation by ability as well as age. The composition of our classes might be affected by children of very different ages (e.g summer birthdays) and abilities at the points of transition. We aim to work to further embed and develop the strong focus we have on metacognitive strategies with the aim of building resilience and helping children with disabilities to move seamlessly through transition points through work on friendships, strategies and resources designed to support and enhance learning.	Over the three years of this strategy we will refine and reflect on the most successful elements of the plans such as those promoting social interaction, resilience, emotional wellbeing and metacognition.
Access to learning/ in class provision	Review SEND children's access to curriculum within class sessions. Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed. Ongoing monitoring from SENCO.	Ongoing

	Liaise with external professions e.g. SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaption	
All school visits and trips need to be accessible to all pupil	Risk assessments to ensure that all children including children with physical disabilities can access trips. Ensure venues and means of transport are vetted for suitability Ensure staff are fully briefed with regards to children with SEND	Ongoing
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	Annually
Ensure disabled children can take part equally in whole school events, lunchtime and after school activities	Ensure whole school events can be adapted to include all children Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school	As required
Communication with Parents	Ensure parents have access to our SEN provision/SEN school offer currently on the school website. Ensure parents meet and can contact SENCO at any time. Parents meet regularly with SENCO to access further support and advice. Ensure that the annual report to parents of SEND is accessible and informative for parents.	Ongoing

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Academy Committee and Head of School

It will be approved by the Academy Committee and Head of School

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy