



CRADLEY CE PRIMARY SCHOOL

Accessibility Plan 2024-2027

Approved by:	Eryl Copp	Date: Spring 24
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Last reviewed on:	Spring 2024
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Next review due by:	<u>Spring 2027</u>
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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.

“For God shows no partiality” Romans 2:11

We at Cradley School welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender and belief, and sexual identity. We also welcome and embrace our duty to promote community cohesion. We recognise the duties imposed on us by the Human Rights Act 1998, the UN Conventions on the Rights of the Child and the Rights of People with Disabilities.

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

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 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 premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

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

CURRENT GOOD PRACTICE

- Our school offers an adapted curriculum for all pupils
- We use resources tailored to the needs of pupils who require support to access the curriculum
- Books read include examples of people with disabilities
- Curriculum progress is tracked for all pupils, including those with a disability
- Targets are set effectively and are appropriate for pupils with additional needs

The curriculum is reviewed to make sure it meets the needs of all pupils in Children and Families committee.

Aim: Increasing the extent to which disabled pupils can participate in the school curriculum

OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Ensure that all new staff have the necessary training and support to enable them to support children with Special Educational Needs and Disabilities so they are fully involved in school life	ECT training programme. Training offered termly through CPD offer. In class support for individual staff on request.	SENco	Ongoing when ECTs teaching	All new staff will demonstrate an increased level of confidence in meeting the needs of children with SEND through staff questionnaires
Ensure staff are confident in effectively supporting children with a range of Special Educational Needs	Identify training needs and gaps for staff. Plan programme of quality CPD for staff.	Reviewed termly by SLT	Review in July 2024	Staff will have a range of skills and strategies for supporting children with SEND. Children are effectively supported through the use of a range of strategies.

OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Teachers and T.A.s aware of a range of strategies they can use to support the full range of SEND within their class.	Training sessions to share strategies for the five main areas of need within SEND. SENco to support staff within staff meetings. Half termly learning walks Develop pupil passports for each child on the SEN register	SENDco, Monitored by SLT	July 24 July 25 July 26	100% of staff will understand the needs of the children on their SEND register and will have a bank of strategies that they can use to support them. Throughout the year, 90% of strategies suggested by outside agencies will be put in place for a sustained period of time.
Conduct regular accessibility audits for the curriculum.	Plan to conduct an accessibility walk to look at curriculum access.	SENco	Termly	There will be a clear picture of how accessible the curriculum is and where improvements are needed. Improvements will be included in the action plan or future versions of the Accessibility Plan.
Develop inclusive classroom checklist to support staff in ensuring they are doing everything they can to meet the needs of children with SEND.	Develop inclusive classroom checklist. Share with all staff. Include in requirements for environmental monitoring	SENco	July 24 Ongoing each year	The school will have an agreed Inclusive classroom checklist that is shared with all staff. 85% of classrooms will be meeting the requirements of the Inclusive classrooms checklist
For all children on the SEND register to have a pupil passport to ensure their needs are fully met	Staff to be given CPD support each year to create these passports.	SENco	Jan 24 Jan 25 Jan 26	All children will have a high quality, effective passport that highlights the key strategies to support their needs.
Develop use of Signing in EYFS and beyond	Staff to be given sign-along training. Agree key words which all classes are going to learn to sign. Staff to be supported through drop in development sessions	SENco, EYFS staff	Sept 23 Sept 24 Sept 25	All EYFS staff will be signing some words All other classrooms will be signing key words.

Aim 2: Improving the physical environment of the school to increase the extent to which disabled people can take advantage of education and associated services

OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Conduct an accessibility audit of the site yearly.	Schedule an accessibility audit with site staff.	Site staff	Autumn Term	A clear picture of the actions required to improve the physical access of the environment will be in place.
Review accessible toilet facilities	Work with site staff to check that the accessible toilet facility is fit for purpose and in good working order.	Site staff	April 24	Accessible toilet facility will be in good working order for anyone who needs it
Ensure the Thrive environment is suitable for the needs of the children.	Review outdoor space – speak to children	Thrive Staff	Sept 24	The environment for nurture group will be appropriate and accessible. Children will be able to identify what they like about it.

Aim 3: Improving the delivery of information that is provided to all stakeholders

OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Provide personalised learning resources for children with additional needs.	Work with each year group to look at the range of SEN needs across the year group. Then identify specific resources that could be used to support individuals or groups of children.	SENco	Termly	children with SEN will have some personalised learning resources available to them within their year group.
Complete a staff survey to develop the support specifically needed	Create a survey Divide the results into need based groups Support different teams Implement training based on need Create a 2 year timetable of development	Headteacher and SENco	April 23 and then reviewed annually	Leaders will have a greater understanding of where the needs are in their classroom
Lead a Governors meeting to share the support we provide	Meet with SEN Governor to discuss support needed. Lead a staff meeting. As a member of staff to come and talk about the support they offer and 1:1 TA	TA, Teacher SENco SEN Governor	2025	Governors will have an understanding of the offer for children with SEN. Governors will get an insight into what happens in the classroom environment daily.
Create an SEN drop in coffee morning for staff and parents.	Offer a coffee morning termly for staff and parents to come in and discuss anything with SENco and SEN Governor. Create an action plan based on this.	SENco, Headteacher and Governor	April 2024	All staff and parents will have the opportunity to meet with SENco and discuss anything they wish.

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 Children and families committee.

It will be approved by the governing board.

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