Curry Rivel Church of England Primary School



‘Caring, Curious and Confident’

‘Healthy trees bearing good fruit’ – Matthew 7 v 17

Accessibility Policy and Plan

Agreed by Full Governors: March 2026
Review: April 2029

Introduction

As a church school, we believe that everyone should be treated fairly and with respect, with equality of opportunity and positive attitudes. We strive to create a stimulating environment where everyone's spiritual and moral beliefs are nurtured. In approving this policy, the governors have considered their responsibilities to achieve these aims and the school's foundation. The school serves the children of Curry Rivel and Fivehead. There are 141 children on roll ranging from FS1 (4 years) to Year 6 (11 years). The school has wrap around care from 2-11 through Little Pips nursery and Apple Trees.

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. They recognise their duty under the Equality Act and Special Educational Needs and Disability regulations:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education
- Not to treat disabled pupils less favorably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan

Aims

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.

1. We are committed to providing an accessible environment, which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Increase the extent to which disabled pupils can participate in the curriculum.
3. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
4. Improve the availability of accessible information to disabled pupils.
5. The accessibility plan will contain actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are all the other pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the

provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

6. The school's prospectus will make reference to this accessibility plan.
7. The school's complaints procedure will make reference to this accessibility plan.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Action Plan

Targets	**Strategies / Next steps**	**Timescale**	**Responsibility / Monitoring**	**Impact**
Access to curriculum To plan, monitor and evaluate provision for children with Special Educational Needs which enables inclusion as much as possible	• SENDCo support all staff in school to meet children's needs. • Staff meetings • Monitoring - learning walks and books	Ongoing – updated annually. SENDCo meet with staff about new classes and monitor and adapt provision termly through APDRs.	Learning walks Book monitoring SENDCo Head Teacher All staff	Children are able to access curriculum/learning at their level. Improved self-esteem, engagement and behaviour. Greater inclusion
Access to curriculum To ensure that all staff are aware of	Ensure all staff aware through medical and SEND lists. Arrange	Ongoing – updated annually	SENDCo Head Teacher All staff	Greater access to the whole curriculum for pupils with SEND,

children with SEND, including hearing and vision loss.	training for adults working with children with specific impairments			including hearing and vision impairment.
Access to curriculum Ensure ICT appropriate for pupils with disabilities.	Review accessibility of ICT (including ipads, chrome books & whiteboards) using specialist expertise. Involve pupils in review of hard & software. Prioritise new software to purchase to support learning for SEND learners.	Initial audit to determine software to support. Then monitor every academic year.	ICT support. Class teachers Head Teacher	Children able to access curriculum learning successfully using appropriate technology to support
Access to wider curriculum Increase participation in wider school activities.	Ensure all after school clubs / trips / visits are accessible to SEND users.	Monitor offers annually.	Class Teachers SENDCo Head Teacher	All children able to attend clubs / trips regardless of SEND need / disability.
Premises Increase site access to meet diverse needs of pupils, staff, parents and community users.	Review personal evacuation plans (PEEPs) Identify accessible play equipment as necessary. The use of the Sensory Room which provides an environment in which pupils with autism are likely to be more relaxed than would otherwise be the case.	Ongoing – review annually	Head Teacher School Caretaker SENDCo	All children / visitors / parents able to access site and use appropriately according to need. Safe environment for all children with SEND.

	Improve signage of evacuation procedures, internet safety, fire drill etc			
Premises School building accessible for wheelchair users			Head Teacher School caretaker SENDCo	Children who are wheelchair users will have necessary equipment / access to fully take part in school life safely.
Attitudes To promote positive attitudes towards disability	PSHE Curriculum identifies learning about diversity & equality Collective Worship Programme: widen focus of 'No outsiders' Involve local disability groups in assemblies and visits to school Regular items for newsletter highlighting achievements of pupils with disabilities 'No Outsiders' training for all staff	Monitor annually	Pupil voice Book looks PSHE leader Head Teacher	Children & adults with disabilities will be represented in every day school curriculum life. Children will have a good understanding of inclusion and diversity.
Newsletters and Information Availability of documents in alternative formats.	Large print and audio formats etc as required / requested. Review accessibility of newsletter and letters for parents. School information / homework tasks available in alternative formats	Yearly - monitor uptake of documents in alternative formats.	Head Teacher Office Staff All Staff	All children / parents are able to access school information in a way to suit their particular need.