

Accessibility Plan

Crossdale Primary School: February 2026 – August 2029

1. Purpose and Legislative Context

This Accessibility Plan has been developed in line with the requirements of the **Equality Act 2010**. The Act places a duty on schools to take reasonable steps to ensure that disabled pupils are not placed at a substantial disadvantage compared with non-disabled pupils.

A person is considered disabled under the Equality Act 2010 if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. 'Long-term' is defined as lasting, or likely to last, for at least 12 months.

This plan also reflects:

- the SEND Code of Practice (2015),
- the Public Sector Equality Duty,
- current Ofsted expectations around inclusion, adaptation and lived experience.

Schools are required to plan strategically to:

- increase the extent to which disabled pupils can participate in the curriculum,
- improve the physical environment to enable better access to education, benefits, facilities and services,
- improve the availability of accessible information to disabled pupils.

This plan should be read alongside the school's SEND Information Report, Equality Information and Objectives, Health and Safety Policy, Supporting Pupils with Medical Conditions Policy and related safeguarding and care policies.

2. Accessibility Action Plan (2026–2029)

Aim 1: Increase access to the curriculum for pupils with disabilities

Current practice

- The school delivers a differentiated and adaptive curriculum for all pupils.
- Progress of pupils with SEND and disabilities is tracked through assessment and pupil progress meetings.
- Support is planned through provision mapping and reviewed regularly.
- Teaching assistants are deployed flexibly in response to identified need.
- A refurbished room is available to support pupils with complex SEND to access specific aspects of their curriculum in a calm, structured environment.

Objectives

- Ensure disabled pupils can access learning alongside peers wherever possible.
- Use adaptations and specialist provision to enable access without narrowing curriculum entitlement.

- Develop staff confidence and understanding of inclusive and adaptive practice.

Actions

- Review individual access needs through pupil progress meetings, SEND reviews and external advice where required.
- Use the refurbished SEND room strategically to support access to targeted curriculum areas, regulation or therapeutic input.
- Review TA deployment annually to ensure support aligns with current pupil needs.
- Use assemblies, PSHE and curriculum content to develop pupils' understanding of disability and difference.
- Adapt teaching approaches and resources promptly in response to evidence of need.

Responsibility: SENCO, class teachers, SLT

Timescale: Ongoing (reviewed termly)

Success criteria / impact

- Disabled pupils routinely participate in the full breadth of the curriculum, with adaptations that enable access rather than narrow entitlement.
- Teaching and support reduce barriers to learning over time, supporting increasing independence where appropriate.
- Progress information and wider evidence show that adaptations are effective and timely, and are adjusted when they are not having the intended impact.
- Use of additional adults and specialist spaces supports learning and regulation, rather than removing pupils unnecessarily from classroom learning.
- Leaders can clearly explain what adaptations are in place, why they are used, and the difference they make to pupils' learning and participation.

Aim 2: Improve and maintain access to the physical environment

Current practice

- Ramp access is available where required.
- Doorways and circulation routes are suitable for wheelchair access.
- Disabled toilet facilities are available.
- Classes can be relocated if necessary to improve access.
- A recently refurbished room supports pupils with complex SEND.

Objectives

- Ensure the physical environment continues to meet pupils' access needs.
- Make effective use of existing spaces, recognising that no major capital works are planned during this period.

Actions

- Monitor and review use of the refurbished SEND room to ensure it is meeting identified needs.
- Review classroom layouts and shared spaces to minimise physical barriers.
- Ensure access routes remain clear and safe.
- Liaise with the local authority if significant new access needs arise.
- Consider minor adjustments or adaptations where reasonable and achievable.

Responsibility: SLT, SENCO, Site Manager, Governors

Timescale: Ongoing

Success criteria / impact

- The school environment does not present avoidable barriers to pupils with physical, sensory or medical needs.
- Pupils who require adapted spaces or facilities access them as part of normal school routines, without stigma or disruption to learning.
- The refurbished SEND room is used purposefully and consistently, with clear rationale linked to pupils' needs and curriculum access.
- Leaders and governors regularly review the suitability of the environment and respond appropriately when new needs arise.
- Pupils with disabilities move around the school safely and confidently and are able to access key facilities alongside their peers.

Aim 3: Improve the delivery of information to pupils with disabilities

Current practice

- A range of communication methods are used to ensure information is accessible.
- Visual supports, ICT, large print and adapted formats are used where required.
- Communication with pupils and families is tailored to individual needs.

Objectives

- Ensure information is accessible to pupils with a wide range of communication and sensory needs.
- Develop staff confidence in alternative and augmented communication approaches.

Actions

- Maintain staff awareness of accessible formats and reasonable adjustments.
- Continue consistent use of visual timetables, symbols and structured supports.
- Develop and sustain use of Makaton signing across the school (for example, a shared sign of the week).
- Use advice from external professionals where communication needs are complex.

Responsibility: SENCO, class teachers, SLT

Timescale: Ongoing

Success criteria / impact

- Information is presented in formats that pupils can access and understand, reflecting individual communication and sensory needs.
- Visual supports, structured routines and alternative communication strategies are used consistently across the school.
- Pupils with communication needs are supported to express understanding, needs and preferences in ways that work for them.
- Staff demonstrate secure understanding of reasonable adjustments to communication and information-sharing.

- Leaders can evidence that communication approaches are reviewed and refined when pupils' needs change.

3. Monitoring and Review

This Accessibility Plan will be:

- monitored by the Senior Leadership Team,
- reviewed by governors,
- formally reviewed every three years, or sooner if significant needs arise.

Governors assure themselves that accessibility arrangements are effective by reviewing evidence of impact on pupils' participation, learning and independence, not solely the presence of provision.

4. Links with Other Policies and Documents

- SEND Information Report
- Equality Information and Objectives
- Health and Safety Policy
- Risk Assessment Policy
- Supporting Pupils with Medical Conditions Policy
- Intimate Personal Care Policy
- Managing Complex Health Needs Policy