



Accessibility Plan

Cromwell Junior and Infant School

Approved by:
Governing Body

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Last reviewed on:
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Next review due by: January 2026

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

Cromwell Junior and Infant 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.

Cromwell is committed to providing an appropriate and high quality education to all of our pupils whilst meeting their individual needs. We believe that all children, including those identified as having special educational needs, English as an additional language, and children from minority ethnic groups, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

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, this 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, pupils, teachers and Governors.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

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

Action plan

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

Outcomes for groups of children and young people	Accessibility planning code C – curriculum E – Environment I - information	Actions			Evidence to be collected to measure progress	Dates (from and to)
		What/How	Lead	Resources		
Increase access to the curriculum for children with a disability	C, E & I	<ul style="list-style-type: none"> Our school offers a differentiated curriculum for all pupils. <p>The curriculum is differentiated by each class teacher to meet the needs of the pupils within their class.</p>	SLT Inclusion Lead Class teachers	Language and Literacy toolkits Maths toolkits	Audit of staff training and competency.	updated Spring 2023 ongoing
		<ul style="list-style-type: none"> We use resources tailored to the needs of pupils who require support to access the curriculum. <p>Class teachers in collaboration with parents, professionals and pupils will use individually designed resources in order to meet the needs of specific pupils in their class</p>	Class teachers	Lexia reading program to continue to be used to support all SEND children, where appropriate. SKERTS resources.	Evidence of strategies put into classrooms by staff. Evidence of staff training.	
		<ul style="list-style-type: none"> Curriculum resources include examples of people with disabilities. <p>Curriculum resources are monitored to ensure that there are examples of people with disabilities within those that are used in all subject areas</p>	SLT Class teachers Subject leaders Inclusion Lead	Continuums	Class teachers to maintain continuums for each child on the SEND register to identify targets and measure progress.	
		<ul style="list-style-type: none"> Curriculum progress is tracked for all pupils, including those with a disability. 	SLT Inclusion Lead		Review meetings with staff.	

		<p>Curriculum progress is tracked for all pupils regardless of disability or ability. 1/2 termly pupil progress meetings identify need and track additional provision and its impact. Where pupils are working below age related expectations attainment is tracked using a range of additional methods including the Continuum, Boxhall profiles and Expectations for pupils working below standards at the end of Key stages. (see Assessment Policy)</p> <ul style="list-style-type: none"> • <i>Targets are set effectively and are appropriate for pupils with additional needs.</i> <p>We currently use a Graduated Approach Booklet for all pupils with additional need to track progress. Targets are set for all pupils at pupil progress meetings and additional individual targets are set for all pupils on the SEND register and reviewed at least ½ termly.</p> <ul style="list-style-type: none"> • <i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i> • The curriculum is reviewed by the class teacher at least ½ termly to ensure that it meets the current needs of each class. An annual review of each subject within the curriculum will take place to ensure that the curriculum 	<p>Assessment Lead</p> <p>SLT Inclusion Lead Class Teacher</p> <p>SLT Inclusion Lead Class Teacher Subject Leads DLP Lead</p>	<p>Assessment resources as appropriate</p> <p>Graduated approach booklet</p>	<p>Evidence of Staff CPD</p> <p>Risk assessments for visits and sports</p>	
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		<p>continues to meet the needs of the current school intake.</p> <ul style="list-style-type: none"> • Pupils with EHCP's will have at least termly reviews and an annual review to ensure provision continues to be appropriate. • From April 2020 Funded Provision Plans will be in place. • Recent training on SKERTs has feed into designing a new curriculum for pupils with ASD traits. • <i>Ensure PE, Swimming and Sports Day are accessible to all</i> • <i>All school trips and visits need to be accessible to all pupils.</i> • <i>Ensure that relevant staff receive training on the use of any specialist equipment used by individual pupils.</i> • <i>Ensure staff have training on specific needs and disability issues</i> • <i>from specialist providers.</i> 		<p>Review the PE curriculum to include disability sports.</p> <p>Ensure that venues and means of transport are check for suitability.</p> <p>Staff audits Skill audits To identify training needs at meetings.</p> <p>SKERTS training delivered by A Poole DLP</p> <p>Precision teaching training from E Foster PSS</p> <p>Autism Awareness Training from AET</p>	<p>Power point presentations and register of participants. Certificates of involvement.</p>	
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<p>Improve and maintain access to the physical environment.</p>	<p>C, E & I</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> Ramps Corridor width Disabled parking bays Disabled toilets Library shelves at wheelchair-accessible height Main Office hatch <p>Ensure all people with disabilities can be safely evacuated.</p> <ul style="list-style-type: none"> Ensure there is a personal emergency evacuation plan for pupils with disabilities Ensure that Class Teachers and adults are aware and assigned responsibility for high risk SEND pupils during fire drills and evacuations. Evacuation plans available in all classrooms and all adults aware. Ensure staff are aware of the need to keep fire exits clear 	<p>Site Manager</p> <p>Inclusion Lead</p> <p>Head teacher</p> <p>SLT</p> <p>Site Manager</p> <p>Inclusion Lead</p> <p>Head teacher</p> <p>SLT</p> <p>Class Teachers</p>	<p>Fire exit maps available in all classrooms and common areas around school.</p> <p>Assigned staff to be notified and recorded centrally to ensure all staff know their responsibilities.</p>	<p>People with disabilities can be evacuated quickly, easily and safely.</p> <p>Fire maps available</p> <p>CT and TA's know who the high risk pupils in their care are.</p>	<p>Updated Spring 2023</p> <p>Ongoing</p>
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<p>Improve the delivery of information to all pupils and parents</p>	<p>C, E & I</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage- all signs in appropriate colours and placed around school appropriately. • Large print resources • Pictorial or symbolic representations • Easily accessible website with links to additional information. 	<p>Headteacher Inclusion Lead Class teachers</p>	<p>In classrooms</p> <ul style="list-style-type: none"> - Visual timetable - Visual support - Concrete materials and resources - Large print resources 	<p>Strategies used in the classroom</p> <p>Improved accessibility for all throughout the school environment.</p> <p>Stakeholders are able to easily access information around SEND.</p>	<p>Spring 2023 ongoing</p>
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Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Head teacher and governing body.

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
- Supporting pupils with medical conditions policy
- Assessment Policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1 storey	N/A	N/A	N/A
Corridor access	All corridors are wide enough for wheelchair access	Ensure all corridors remain wide enough for wheel chair access	Site Manager- Dave Gibson	Regular audits to ensure corridors are clear and enable wheel chair access.
Lifts	n/a	N/A	N/A	N/A
Parking bays	None at present	Investigation into which parking bay would be most suitable to convert to a disabled bay.	Site Manager- Dave Gibson	August 2023
Entrances	All entrances are accessible using a wheel chair and have ramps up to the entrances where necessary.		Site Manager- Dave Gibson	Weekly and ongoing
Ramps	ramps up to the entrances where necessary.	Ensure ramps are in good condition	Site Manager Dave Gibson	Weekly and ongoing

Toilets	We have 1 ground floor disabled toilet	Reviewed each year when new intake is identified to ensure suitability of facilities	Inclusion Lead Dave Gibson- Site Manager	Annual review June 2023
Reception area	DDA compliant Reception hatch	No action needed	Dave Gibson- Site Manager	N/A
Internal signage	Fire escape signage Evacuation signage	Ensure all signage is visible and accessible to adults and children. Ensure all evacuation procedures are clear and represented visually in an accessible position.	Site Manager- Dave Gibson Director of Estates-Geoff Bagley	April 2023
Classroom layout	All classrooms are set up to ensure all pupils can access the whole curriculum and additional needs are met within the classroom environment.	Weekly audits of classroom layout to ensure access for all and that all pupils have access to suitable resources and environments.	Headteacher SLT Inclusion Team	January 2023 ongoing.

Written by Mrs J Walkley (Inclusion Lead) January 2023