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Accessibility Plan adopted by Cromford Church of England Primary School

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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 making reasonable adjustments to provide access and opportunities for all pupils without discrimination of any kind. We are passionate about inclusion and work hard to ensure that pupils with disabilities participate appropriately and fully in all aspects of school life – a full and varied curriculum including after school clubs, offsite visits and residential (wherever appropriate or possible). Risk assessments will be carried out and additional staff and resources will be allocated to allow for this provision, wherever possible.

This Accessibility Plan will be made available online, on the school website and also in paper form, upon request.

Our school is 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.

Derbyshire County Council's Accessibility strategy for disabled pupils and pupils with special educational needs can be found here: <https://www.derbyshire.gov.uk/council/policies-plans/educ-plans-and-policies/accessibility-policy/accessibility-strategy-for-disabled-pupils-and-pupils-with-special-educational-needs.aspx>

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 pupils, parents/carers, 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.

What defines 'reasonable adjustments'?

In determining what is reasonable the school will have to consider:

- The financial resources available to the school
- The costs of any particular alteration to the premises, staffing arrangements, or special equipment required
- The practicality of making reasonable adjustments
- Health and Safety requirements
- The interests of other pupils
- The need to maintain academic, musical, sporting or other standards.

3. Action plan

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

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DEADLINE	SUCCESS CRITERIA
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated, inclusive curriculum, for all pupils</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is regularly reviewed to make sure it meets the needs of all pupils.</p>	<p>SHORT TERM:</p> <p>Ensure all staff are aware of children with disabilities curriculum access</p> <p>Ensure necessary technology is in place to support pupils with HI (Hearing Impairment) when classrooms are relocated</p> <p>To continue to monitor provision in school, to ensure that access to an inclusive curriculum for all pupils, including those with a disability, wherever possible.</p> <p>MEDIUM TERM:</p> <p>Ensure all staff are aware of disability equality</p> <p>Further develop awareness and confidence of Teaching staff in the differentiation of the curriculum/ supporting various SEND.</p> <p>Regularly review staff training (teaching, teaching assistants, MDS, Governors & SENDCo) to continually develop awareness, understanding and adaptive practice across school.</p> <p>LONG TERM:</p> <p>Develop links where appropriate, with local special schools/SSSEN to enhance current practice in the delivery of the curriculum to pupils with SEN/Disability</p>	<p>Information to be shared with appropriate staff, prior to pupils starting on roll. As further information becomes available, ensure this is cascaded and acted upon.</p> <p>Forward planning</p> <p>Curriculum monitoring</p> <p>SENDCo support and liaison with parents, children and staff.</p> <p>Differentiation in place for identified pupils.</p> <p>Provision mapping, informed by data, supports progress and access.</p> <p>Practical activities are accessible – venue/tasks/equipment</p> <p>Monitoring of IEPs (Individual Education Plans)</p> <p>Collaboration with external agencies – Visual / Physical Impairment Team/ Occupational Therapists / Educational Psychologists etc.</p> <p>SEND / Health & Safety / Pupil Premium learning walks</p> <p>Pupil voice</p> <p>Informal observations</p> <p>Staff discussions</p> <p>Staff CPD (continued professional development).</p> <p>Awareness raising for all staff on disability equality:</p> <p>a) explore support from ISAT</p> <p>b) Ensure new staff access similar CPD courses</p> <p>Termly SEND staff meetings – to review register, discuss provision etc</p> <p>Dedicate INSET time to training – based on staff feedback</p> <p>Staff CPD (continued professional development)</p> <p>Continued partnership work with Local Authority/ External agencies</p> <p>Annually review CPD for staff</p> <p>Opportunities for staff to link with Local Special School.</p>	<p>Headteacher – Ian Wilson</p> <p>SENDCo – Victoria Gooding</p> <p>All teaching staff</p> <p>Headteacher – Ian Wilson</p> <p>Class teachers</p> <p>Headteacher – Ian Wilson</p> <p>Subject leaders</p> <p>SENDCo – Victoria Gooding</p> <p>SEND Governor – Alison Whittaker</p> <p>All teaching staff</p> <p>Headteacher – Ian Wilson</p> <p>SENDCo – Victoria Gooding</p> <p>All staff</p> <p>Headteacher – Ian Wilson</p> <p>SENDCo – Victoria Gooding</p> <p>All staff</p> <p>Headteacher – Ian Wilson</p> <p>Headteacher – Ian Wilson</p> <p>SENDCo / ISAT</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing – 3 times / year</p> <p>June 2026</p> <p>March 2026</p> <p>Ongoing</p> <p>If required</p>	<p>All relevant staff aware of individual pupils' access needs.</p> <p>Classrooms are accessible for children with Hearing Impairments.</p> <p>Parents/ carers have a greater awareness of inclusive practice across school.</p> <p>Staff continue to feel confident in understanding the additional needs of pupils within school and how best to adapt practice and utilise available resources, to support learning and accessibility for all.</p> <p>Improved pupil achievement and attainment.</p> <p>All staff work from a disability equality perspective.</p> <p>Staff feel knowledgeable and empowered to offer an inclusive curriculum to all existing and potential new children.</p> <p>Demonstrates school and staff's commitment to inclusion.</p> <p>Ensure highly skilled and knowledgeable staff, to support all children to succeed.</p> <p>Increased confidence of staff in developing curriculum area accessibly.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DEADLINE	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • The school is accessible by wheelchair users; both into the infant and junior departments. • Disabled toilets and changing facilities • Ramp access into main school building is available, if required. • Wheelchair accessible corridor width • Library shelves at wheelchair-accessible height • Full conversion of disabled toilet 	<p>SHORT TERM:</p> <p>To continue to monitor needs and adapt, when required and wherever possible, the physical environment to improve access for children with disabilities.</p> <p>Ensure that all pupils with a disability can be safely evacuated</p> <p>MEDIUM TERM:</p> <p>Any new construction work to take account of Accessibility guidance.</p> <p>LONG TERM:</p> <p>To build an awareness of needs of pupils with disabilities other than those currently in school &, where possible, take opportunity to incorporate & implement in future school planning.</p>	<p>Review and adapt access plans for individual disabled children, where required, as part of IEP process and where a pupil is new to school before start date.</p> <p>Regular, planned monitoring during Health & Safety checks.</p> <p>a) Put in place Personal Emergency Evacuation Plans (if required) b) Ensure fire evacuation routes are revisited, if necessary, in relation to needs of pupils.</p> <p>Reference to accessibility becomes a standard response to planning, including ensuring relevant contractors follow guidance.</p> <p>Training for staff linked to Sensory Emotion Coaching and Zones of Regulation plus Sensory Circuit Training through ISAT to support the needs of children with SEMH.</p>	<p>Headteacher – Ian Wilson</p> <p>Governing Body – SEND / H&S</p> <p>SENDCo</p> <p>Class Teachers</p> <p>Headteacher – Ian Wilson Governing Body – SEND / H&S SENDCo</p> <p>Headteacher – Ian Wilson Governing Body</p> <p>Headteacher – Ian Wilson SENDCo – Victoria Gooding Inclusion Support Advisory Teacher</p> <p>Educational Psychologist</p> <p>Staff</p>	<p>May each year - for year ahead</p> <p>If required</p> <p>If applicable</p> <p>From September 2026 - Ongoing</p>	<p>Individual plans in place for all pupils with a disability and all staff aware of all pupils' access needs.</p> <p>Improved pupil wellbeing.</p> <p>Improved pupil attainment.</p> <p>All pupils with a disability and staff working with them are safe and confident in event of fire evacuation.</p> <p>All work, including undertaking routine and maintenance works, will consider guidance.</p> <p>Increased knowledge and confidence of staff, to support a wider range of complex needs.</p>

AIM	CURRENT GOOD PRACTISE	OBJECTIVES	ACTION TO BE TAKEN	PERSONS RESPONSIBLE	DEADLINE	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loops • Pictorial or symbolic representations 	<p>SHORT TERM: Review information to parents/carers to ensure it is accessible.</p>	<p>a) Ask parents/carers about access needs when child is admitted to school b) Review all letters home to check reading age/plain English.</p>	<p>Headteacher Staff</p>	<p>Annually</p>	<p>School can produce newsletters / letters in a manner that allows access when necessary. The delivery of information to disabled parents is improved.</p>
		<p>Children become increasingly aware of their own learning styles and access needs</p>	<p>a) Encourage pupils to express their access needs and explore learning styles b) Continue developments in Assessment for Learning through QFT (Quality First Training).</p>	<p>All class teachers</p>	<p>Ongoing</p>	<p>Children able to articulate their access needs and understand their own learning styles.</p>
		<p>SEND Information Report and links to the Local Offer are available online</p>	<p>Policies and reports linked to SEND available on website</p>	<p>Head teacher SENDCo</p>	<p>Annual check</p>	<p>Information is easily accessed via the school website.</p>
		<p>Ensure availability of written materials in alternative formats.</p>	<p>Alternative formats for written materials obtained, if required e.g. alternative versions of text books / assessment, including SATs papers etc. ICT to be used to support children with visual impairments.</p>	<p>Headteacher Class Teachers</p>	<p>Ongoing</p>	<p>The delivery of information to disabled children (VI – visually impaired) is improved.</p>

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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 governing board, Alison Whittaker (SEND Governor) and Ian Wilson (Headteacher).

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 and disabilities (SEND) information report**
- > SEND policy**
- > Supporting pupils with medical conditions policy**