



Crockham Hill C E Primary School

'Sowing the seeds to give our children the best possible start to the rest of their lives.'

Accessibility Plan

Review Body:	Full Governing Body
Leadership Group Responsibility:	Headteacher
Type of Policy:	Statutory
Review Period:	Every 3 years
Reviewed:	Spring 2026
Next Review:	Spring 2029
	Report on monitoring annually

Approved by the Full Governing Body on 26th March 2026

Single Equality Scheme

This policy will be impact assessed. The following questions will be asked:

What have we found out?

What will we do about it?

This policy supports our values of Resilience, Respect, Empathy and Aspiration. It has been adopted so that all members of our community know the plans we have in place to support all children so they can access as much of our rich Crockham Hill soil as possible. This links to our school vision by recognising a child's individual needs and challenging them to succeed.

RESPECT EMPATHY RESILIENCE ASPIRATION

Introduction

At Crockham Hill C E Primary School our values reflect our commitment to a school where there are high expectations of everyone.

Our school values are:

Respect – for each other and the world around us, promoting equality for all

Empathy – understanding others’ perspectives and showing care

Resilience – continuing to persevere through challenge and change

Aspiration – striving to achieve personal and academic goals

Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone’s uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children’s confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

In addition, the Special Educational Needs and Disability Code of Practice: 0–25 years (2015) highlights the requirement for schools to ensure every pupil can access the curriculum through inclusive practice and the removal of barriers to learning.

The definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity (ADHD), diabetes, Tourette’s or epilepsy, where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website.

1. Aims

Crockham Hill C E Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Crockham Hill C E Primary School Accessibility Plan shows how access is to be improved for pupils with disabilities, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to: -

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied 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 schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable time frame and reasonable costs;
- Improve 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 timeframe.

The Crockham Hill C E Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Child Protection Policy
- Behaviour Policy
- Health & Safety Policy
- SEND Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

2. Planning

Crockham Hill C E Primary School's Accessibility Plan shows how access is to be improved for pupils with a disability, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practical. The Accessibility Plan will contain relevant and timely actions regarding the following areas:

- **Physical Facilities** – addressing any alterations that may be required to the structure of the building or site to ensure access for pupils, staff, parents and visitors.
- **School Curriculum** – Including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits.
- **Support Services** – access to services within and external to the school to support families where a disability is identified.
- **Awareness** – building awareness to services to staff through training and development and heightening children's awareness of issues related to disability.
- **Communication of information** – how information is communicated within the school and to wider audience and supporting access to communication for families with a pupil or parent identified as having a disability.

**Crockham Hill C E Primary School
Accessibility Action Plan (2026-2029)**

Area	Action	Who Responsible	Timescale	Success Criteria	Monitoring
Curriculum Access	Ensure all teachers plan lessons that are inclusive and differentiated to meet the needs of pupils with SEND or disabilities.	Headteacher / SENCO / Teachers	Ongoing	Pupils with additional needs are able to access the curriculum and make progress.	SENCo reports to SLT and Governors
	Provide staff training on inclusive teaching strategies and adaptive teaching as well as specific areas of learning needs.	Headteacher / SENCO	Annually	Staff demonstrate confidence in supporting pupils with additional needs.	Staff training records / lesson observations
	Ensure appropriate resources and support equipment are available (e.g. visual timetables, assistive technology).	SENCO	Ongoing	Pupils with specific needs are supported effectively in lessons.	SEN review meetings
	Ensure all school trips, clubs and enrichment activities are accessible for pupils with disabilities.	Educational Visits Coordinator / Class Teachers	Ongoing	All pupils are able to participate in wider curriculum activities.	Trip planning and risk assessments
	Ensure up to date and high-quality ICT support for children with additional needs	ICT Subject Leader/ SENCO	Ongoing	All pupils will access ICT equipment and use this with either adult support or independently to assist their learning	ICT Subject Leader
Physical Environment	Maintain safe access around the school site including entrances, corridors and classrooms.	Site Manager / Headteacher / Governors	Ongoing	Pupils, parents and visitors with disabilities can access the site safely.	Health & Safety checks
	Review accessibility of classrooms and shared spaces when changes are made to layout or use.	Headteacher / Site Manager	As required	Adjustments made to accommodate pupils or visitors with mobility needs.	Site audits
	Classrooms are organised to promote the independence and participation of all children	Class teacher/ SENCO/ SLT	Ongoing	All children are able to access areas of the classroom including resources for curriculum and emotional regulation use	SLT environment walks

Area	Action	Who Responsible	Timescale	Success Criteria	Monitoring
	Ensure accessible toilet facilities are maintained and available.	Site Manager	Ongoing	Facilities remain accessible and functional.	Premises inspections
	Consider accessibility when planning future building works or developments.	Governors / Headteacher	Ongoing	Accessibility is built into any refurbishment or development plans.	Governor premises committee
Access to Information	Ensure key school information is available in accessible formats where required (e.g. large print).	School Office / SENCO	Ongoing	Parents and pupils can access information in appropriate formats.	Parent feedback
	Improve communication with parents through clear written information and digital platforms.	Headteacher / Admin Team	Ongoing	Parents report that communication is clear and accessible.	Parent surveys
	Provide support for pupils who require alternative communication methods (e.g. visual prompts, adapted resources).	SENCO / Teachers	Ongoing	Pupils with communication needs can access learning and information.	SEND reviews
	Ensure the school website meets accessibility requirements where possible.	Admin Team / Governors	Reviewed annually	Website information is accessible to all users.	Website compliance checks
Access to support and services	Make appropriate use of specialist, external support services (available through KCC's Local Offer) for those who require specific intervention and guidance	SENCO	Ongoing	Families will have access to external services to the school to enable timely support when they need it.	SEND Governor/ Parent feedback