

# Cradley CE Primary School Accessibility Plan

## 2025-2026

### **Rationale**

Under the Equality Act 2010 schools should have an Accessibility Plan. 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.

This plan shows how Cradley CE Primary School aims to increase the accessibility of the school for disabled pupils, staff, parents/carers and visitors.

### **Vision, values and aspirations**

**Our values:** *Respect, caring, courage, trust, perseverance, belonging, forgiveness and resilience.*

**Our vision statement:** *‘Believe, belong, be happy; every child, every chance, every day’*

### **Our aspirations for our children**

#### **Believe**

At Cradley Church of England Primary School we believe that every child is made in the image of God and as such is a person of great worth, to be valued and treated with respect. We want our children to believe in themselves and their own abilities so that they can aspire to be the best they can be. As a school we believe in all our children and encourage them to aim high and to follow their dreams. We will help our children to develop resilience, to have the confidence to choose the right path in life, but also to find their way back if they take a wrong turn. We will offer them an encounter with Jesus Christ, support them on a journey of faith and guide them in their spiritual life.

#### **Belong**

All relationships at Cradley CE are inspired by the example of Jesus; we aspire to be a welcoming and inclusive community in which all who belong can flourish. Our core Christian values are at the heart of all we do, allowing us to develop a true feeling of belonging and a sense of shared identity. We hope that everyone who comes to Cradley CE feels part of our Cradley family. Our children are encouraged to value and embrace the many local, national and global communities to which they belong and we support each child in developing the qualities of character which will help them to participate in their communities and to grow as responsible, compassionate and caring citizens.

#### **Be Happy**

Happiness is the key to success and this knowledge underpins everything we do at Cradley. We want our children to feel safe, secure and happy at school: happy to talk, happy to listen, happy to learn and happy to try new things and take risks. We will help each child to see that they are special and encourage them to value themselves, to be happy with who they are, a unique child of God.

#### **Every Child**

At Cradley CE we believe that every child is worthy of love and compassion and should be treated with dignity. We understand that every child is precious, each with their own special talents, needs and abilities. Through our broad and rich curriculum, each child is nurtured in our faith and given

At Cradley we believe that each child should have every chance to live life in its fullness and to fulfil their potential. We have high aspirations for all our children and our dedicated staff are committed to providing high quality teaching and learning. We encourage our children to be independent, resilient learners who cope wisely when faced with challenges or difficulties. We work in close partnership with parents and other stakeholders to open up horizons of hope and aspiration so that every child has the best possible chance to succeed and reach their potential.

### **Every Day**

We encounter each new day with the view that anything is possible; each day is a chance to do better, with endless possibilities for our children to fulfil their potential. We encourage our children to make the most of every day and make sure each child has new and exciting opportunities to explore. Inspired by the Christian faith, forgiveness underpins all relationships; children are given a fresh start each day-another chance when they have made a mistake. They are encouraged to be forgiving in their daily lives and to give others another chance too. Through the variety of experiences and opportunities offered every day, our children receive a school experience which prepares them for their journey through life.

Cradley CE Primary School is committed to providing an environment that enables our vision to become reality, ensuring full curriculum access to all, regardless of their 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 Cradley CE Primary School Accessibility has been updated following a review of the Access Audit of the School, which remains the responsibility of the governing body. It shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. It is structured to complement and support the school's Equality Objectives and action plan.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as equally prepared for life as are 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 **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 if required. This covers improvements to the physical environment of the school and physical aids to access education within a reasonable time frame;
- 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 time frame.

### Contextual Information

Cradley CE is a one-form entry primary school, housed in a Victorian building which is built on one level. The school has been extended and modernised over the years and has been adapted to make it accessible to all in the following ways:

- A flat pathway has been created to improve access to the both Key Stage One and Key Stage Two playgrounds.
- Wide wheelchair friendly doors fitted
- A disabled toilet has been created
- A disabled parking space has been allocated on the school forecourt
- Yellow marking are painted on steps
- Carpeted areas include strips to highlight slight changes in floor levels

### Current Range of needs

Cradley CE Primary School has children with a range of disabilities which include moderate and specific learning disabilities and complex medical conditions, a hearing impairment or a visual impairment

### Accessibility Action Plan

<p>I. Increasing access for disabled pupils to the school curriculum.          Ensuring the best possible provision for every child lies at the heart of our vision for Cradley CE. One of our core values is 'belonging' and we strive to ensure that every child can participate fully in the broader life of school. Staff are fully committed to ensure that all children can participate in relevant after school clubs, leisure and cultural activities and educational visits.</p>				
Target	Strategies	Time Scale	Responsibility	Success
Ensure that all educational visits, including residential trips are accessible to all.	Staff to carry out pre-visits to establish any barriers which may need to be overcome. Close liaison with the setting and with parents. Where provision cannot be made, alternative venues will be investigated.	As required	All staff	All pupils in school able to access all educational visits and take part in a range of activities.

Ensure that all after school clubs are fully inclusive and accessible to all.	School staff to ensure that the provision for all students is inclusive, so that no child is excluded because of their individual needs. This may include liaising with parents and preparing appropriate risk assessments. SLT to liaise with external providers to discuss the specific needs of the children attending and to arrange for those needs to be catered for, in collaboration with school if necessary.	As required	All staff  DL/ZB/CN	All pupils in school able to access after school clubs and participate in a range of activities.
Reflect identified areas of need in lesson planning and delivery. Incorporate quality first teaching into all planning.	Advice sought and implemented where required.	As required		Ongoing Improved access to curriculum for all pupils.
Ensure that children with visual impairments have equal access to all curriculum materials.	Continue to liaise with appropriate agencies eg. visual impairment, parents, to ensure that appropriate alterations are made to teaching materials. Provide visualisers or personal devices to support as required.	As required.	Class teachers CN Recommendations from VI and HI team.	All pupils able to participate fully in all lessons.

## 2. Improve access to physical environment of the school.

Target	Strategies	Time Scale	Responsibility	Success
Ensure that access to school buildings and site can meet diverse needs.	Incorporate accessibility into any proposed structural alternatives.	As required	Head Teacher Governors	All pupils can access the school building.
Ensure that classrooms are optimally organised for disabled pupils within current building restraints. Identify needs and actions for the future life of the school.	Where appropriate, organise classrooms in accordance with the pupil's needs. Organise resources to reflect needs.	As required	Head Teacher Governors	All pupils can access the school building.
Ensure that outside play areas remain safe for	Yellow demarcations to be painted where required to any equipment in	As required	Site manager	Pupils able to access school outdoor

children with visual impairment.	wooded area that may cause hazards.			environment safely.
Ensure children with temporary disabilities eg. broken leg, are able to move around school safely.	Individual Risk Assessments carried out and signed by parents and school staff.	As required	Class Teachers Head Teacher	Pupils able to access school environment safely.
Ensure that all pupils with disabilities are able to be evacuated safely in an emergency.	Personal Emergency Evacuation Plans (PEEPS) written. Ensure relevant staff are aware of their responsibilities in relation to disabled pupils.	As required	CN (SENCO) Class Teachers Head Teacher	All disabled pupils and staff working alongside are safe in the event of an emergency evacuation.
Ensure there is provision for parents/visitors with a disability to park near school.	Ensure signage for the disabled bay is visible for parents who need it.	Spring 2026	Site manager	Visitors/parents with a disability able to park on site.
Ensure environment is regularly monitored and evaluated to support visually and hearing impaired children.	Implement advice and recommendations from advisory teachers.	On going	Class teachers VI and HI Team	All children to have access to the appropriate environment.
<p>3. Improving the delivery of written information to disabled pupils This will include planning to ensure that written information is accessible to all pupils. For example, reading materials, text books and other information, including letters sent home.</p>				
Target	Strategies	Time Scale	Responsibility	Success
Ensure that all written materials are accessible to all pupils.	Continue to provide suitably enlarged materials in clear print for pupils with visual impairment.	On going	VI Team CN (SENCO) Class Teachers	All pupils able to access written materials.
Ensure that materials sent to parents are accessible to all.	To be proactive in identifying parents who are not able to access written materials and ensure that other channels of communication are used instead.	On going	SLT Office Staff Class Teachers CN (SENCO)	All parents receive information in a form that they can access.

Written/reviewed by C.Neale – February 2026