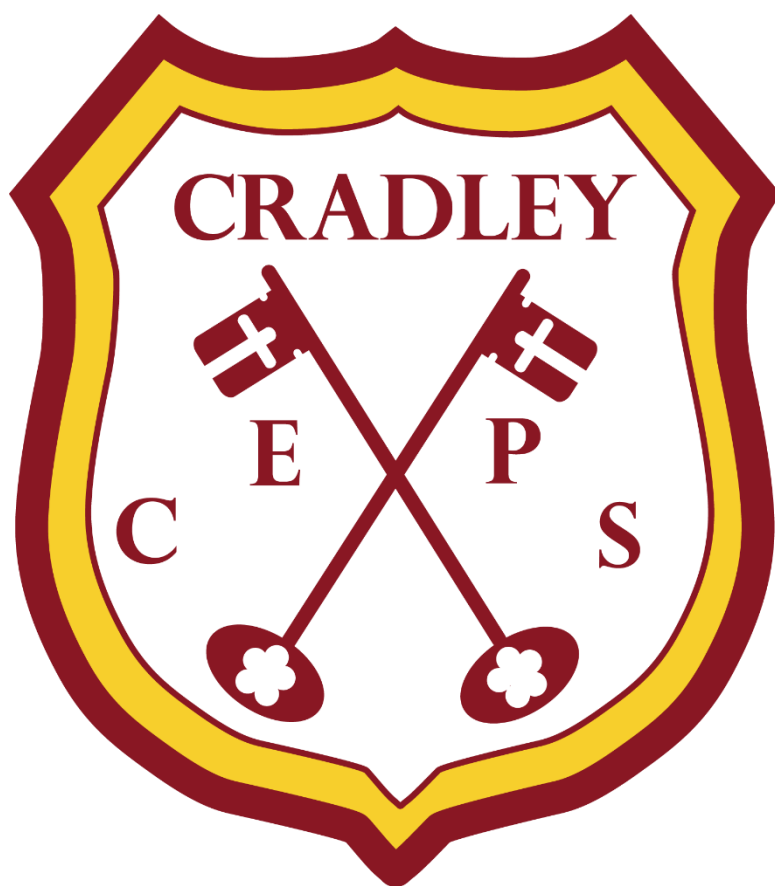


# Cradley CE VA Primary School



## Accessibility Plan

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Our vision, '**Believe, belong, be happy; every child, every chance, every day**', is inspired by the relationship between Jesus and Peter. Jesus loved and valued Peter unconditionally, accepting him just as he was. He guided, nurtured and inspired Peter, believing in him even when Peter doubted himself. Peter, in turn, learnt from his mistakes and found the courage to take risks, strengthened by his trust and faith in Jesus. Through this relationship, Peter discovered a deep sense of belonging, family and self-worth. With Jesus' support and guidance, he flourished — building strong foundations that enabled him to lead a happy and fulfilling life.

## Statement of intent

This plan outlines how Cradley CE aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where 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.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

## 1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998

- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

## 2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

### 3. Current range of known disabilities within Cradley CE:

The school has a range of pupils and parents with known disability needs.

The needs of pupils include:

- Physical and sensory needs
- Fine and gross motor needs
- Autism
- ADHD
- Speech and language difficulties
- Moderate learning difficulties

Linked Policies:

The Accessibility Plan will contribute to:

- Personal Emergency Evacuation Plans (PEEPS) are in place for these pupils.
- School Improvement Plan
- SEND Policy
- Curriculum Policies
- Anti-bullying Policy
- Educational visits
- Health and Safety Policies
- Behaviour Policy

This plan is available

- On the school website
- By email or post on request

- In large print size format on request

## 4. Planning Duty 1 – Curriculum

**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.**

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 liase with external providers to discuss the specific needs	As required	All staff  DL/ZB/CN	All pupils in school able to access after school clubs and participate in a range of activities.

	of the children attending and to arrange for those needs to be catered for, in collaboration with school if necessary.			
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 e.g. 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.

## 5. Planning Duty 2 – Physical environment

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

Target	Strategies	Time Scale	Responsibility	Success
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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 children with visual impairment.	Yellow demarcations to be painted where required to any equipment in wooded area that may cause hazards.	As required	Site manager	Pupils able to access school outdoor environment safely.
Ensure children with temporary disabilities e.g. 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.
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## 6. Planning Duty 3 – Information

**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.**

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.

## 7. Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this plan is **June 2027**. Any changes to this plan will be communicated to all staff members and relevant stakeholders.

Reviewed by C Warford June 2026

Approved by Governors June 2026

To be reviewed June 2027