



Cravenwood Primary Academy
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Part of United Learning

Cravenwood Primary Academy

Accessibility Plan

2024-2025



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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 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.

Our 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.

Cravenwood Primary Academy aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage.

The school aims to work closely with disabled pupils, their families and any relevant external agencies in order to remove or minimise any potential barriers to learning, which might put them at a disadvantage.

We seek to ensure that we act to allow our disabled pupils to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people within school and beyond, and in ensuring that we continually review how we can improve access to education for all disabled pupils.

As part of this process we seek and value the views of parents and other stakeholders through parental questionnaires and discussions.



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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. As part of the United Learning Trust, we work within our community to support each other when possible to implement this 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 staff, pupils 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 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.



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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.

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	Action to be taken	Person responsible	Date to be completed
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils areas of need.	Pupils with a disability can access the curriculum	SENCO to review what further access arrangements need to be made to ensure all learners can access the curriculum.	LF, HG, RM	Ongoing and to be reviewed each term.
	Teachers plan lessons according to the specific needs of all groups of pupils in their class, in relation to the age-related expectations for that year group and will ensure that all needs are met.		SENCO liaise with Sports coaches, outside agencies and PE Lead to ensure all reasonable adjustments and changes to curriculum are made to address needs and disabilities.	LF, TJ	
	Teachers and support staff support pupil's learning in the classroom. Specific resources and strategies will be used to support individual pupils and groups.				



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	<p>Planning and teaching is adapted on a daily basis to meet all pupils' learning needs.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum including reports and advice from outside agencies such as OT PT and VI Team.</p> <p>The Inclusion Team access advice from outside agencies such as OT, PT and VI Team. Additional resources are provided when advised by external agencies: writing slopes, magnifiers, coloured filters for dyslexia etc.</p> <p>Curriculum progress is tracked for all pupils using the Access 2 Education SEN Continuum, including those with a disability. Targets are set effectively are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed by the Curriculum Lead and SENCo to ensure it meets the needs of all pupils.</p>				
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Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps and handrails • Lift • Corridor width • Parking is available should it be required • Disabled toilets and changing facilities 	Pupils can access the building safely	SENCO and Site Manager undertake regular checks to ensure all accessible ramps and equipment are in good working order and fit for purpose	LF, MS, Site Manager	Ongoing and to be reviewed each term.
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Internal signage (PECs) <input type="checkbox"/> Large print resources <input type="checkbox"/> Signalong/BSL <input type="checkbox"/> Pictorial or symbolic representations 	The learning environment is language and visually rich and supports the needs of all learners	LF to audit signage on an annual basis to ensure needs are met.	LF	On going

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. This plan was most recently updated in July 2023.



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5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- ☐ Health and safety policy
- ☐ Special educational needs policy
- ☐ Supporting pupils with medical needs policy.

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to be completed
Corridor Access	Corridors are wide and accessible around the school	Site Manager on daily walks to ensure nothing is obstructing the corridors nightly checks by Health and Safety Lead to ensure no breakages and obstructions present	MS, Site Manager	Ongoing - daily
Car Park	The school has designated disabled parking spaces available	Ensure parking markings are clear and well demarcated	MS, Site Manager	Ongoing
Entrances	Access to main school entrance is accessible.	All entrances are clear and have ramps and steps	MS, Site Manager	Ongoing
Ramps	Ramps are in place for ever ground floor entry/exit to the building with rails			
Toilets	Disabled toilets are on ground floor of school	Continue to maintain to a good standard	MS, Site Manager	Ongoing



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Reception Area	Wide space, large chairs and easy access	Daily checks for breakages and obstacles	MS, Site Manager	Ongoing
Internal signage	Visuals and language around school to support learners	No braille currently required, use of visuals in identified areas for specific children with needs and disabilities	LF, MS, Site Manager	Ongoing
Emergency escape routes	Ground floor escape routes are accessible PEEPs in place for pupils who require additional support.	All entry and exits are at ground level, continue to monitor for potential obstacles	LF, MS, Site Manager	Ongoing