

Aspire Academy Trust

CROWAN PRIMARY SCHOOL **Accessibility Plan 2025-2026**



Purpose of Plan

The purpose of this plan is to show how our Crowan Primary School intends, over time, to increase the accessibility of our school. We will continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all pupils with a disability can take full advantage of the education and associated opportunities provided by Crowan Primary School.

Definition:

A person has a disability 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 carry out normal day-to-day activities.

Key Objective:

To reduce and eliminate barriers for access to the curriculum and to allow full participation in the school community for pupils, and prospective pupils, with a disability.

Aims:

Increasing access for disabled pupils to the school curriculum:

- Our school curriculum is designed in an inclusive manner whereby all pupils can access the learning at their own level.
 - All school visits are planned with individual needs in mind and support is put in place to ensure all pupils are able to access •
- Where challenges are identified, support from relevant agencies are sought in order to adapt the curriculum or premises as required.

Improving access to the physical environment of the school:

- Support from external agencies and the Aspire premises team support to ensure the physical environment matches the needs of the pupils, where possible.

Improving the delivery of written information to disabled pupils

- Support from relevant agencies will advise as to the most appropriate methods to support our pupils, on a case by case basis.
- Letters for parents are available online and also emailed out to them directly. Paper copies are available on request. Social media is used to communicate key information also. If we become aware that parents may not be accessing the information readily, verbal communication is used effectively.

Financial Planning and control

The Head of School review the financial implications of the accessibility plan as part of the normal budget review process.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after considering the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The Hub Council also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons 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 regularly in consultation with:

- The parents/carers of pupils
- The Head of School and other relevant members of staff
- Hub Councillors
- External Partners.

This plan is reviewed annually to consider the changing needs of the schools and its pupils.

Signed by:

Miss T Harris (Head of School/SENDCo)

Last updated September 2025

Next full review September 2026

Principles

Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report. Our staff recognise their duty under the Equality Act:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat pupils with disabilities less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an accessibility plan

In performing their duties Hub Councillors have regard to the Equality Act 2010 and our setting:

- recognises and values the young person's knowledge/parents' knowledge of their child's disability
- recognises the effect their disability has on his/her ability to carry out activities,
- respects the parents' and child's right to confidentiality

The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

Increasing Access for disabled pupils to the school curriculum

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

- All children have access to a personalised curriculum wherever required: staff are trained to meet a wide range of needs and have experience of adapting planning and resources according to need.
- Children with disabilities have access to all after school clubs and other extra-curricular learning opportunities, in consultation with parents.
- Flexible arrangements are put into place where possible to enable children with disabilities to attend educational visits and school camps.

Planning Duty 1: Curriculum

	Aim	What	Who	When	Outcome Criteria	Review
Short Term	Ensure all children are able to access all learning materials.	CPD around appropriate scaffolding tools/strategies. CPD around communication strategies (visuals/Makaton) Strategic deployment of staff	Head of school/ SEND CO Curriculum leads	By end of Autumn 2025	Staff members have the skills to support children with SEND appropriately	December 2025
Medium Term	Ensure all staff have necessary staff training	Continue to arrange training courses as appropriate and CPD based on identified staffing needs.	Head of school/ SEND CO Curriculum leads	By Summer 2026	Staff confident with supporting a range of needs within their classroom	Summer 2026 & Ongoing after class transitions
Long Term	Ensure all staff have high expectations of all students, including those with SEND	Improve staff expectations to ensure all children, including those with SEND make good progress in line with their starting point.	Head of School/ SEND CO Class teachers	Ongoing	Pupils with SEND can fully access the curriculum and make good progress from their specific starting point.	Ongoing

Planning Duty 2: Physical Environment

	Aim	What	Who	When	Outcome Criteria	Review
Short Term	Classrooms are not too overwhelming for children with sensory needs.	Staff to carefully consider learning environments. This includes: use of neutral display paper, selected resources, working walls etc to ensure that classrooms are not over stimulating for pupils with sensory needs. Resources available for children with sensory needs as required, such as chewellery, ear defenders, wobble cushions etc.	Head of School SENDCO Class teachers	By end of Autumn term 2025	Classrooms to be carefully considered and managed by staff. All resources available to all children.	Spring 2026
Long Term	Classrooms are adapted to ensure that they are accessible to all.	Ensure all classrooms, corridors and public spaces are clutter free. Ensure all classrooms have space for children with mobility issues to move around freely. Ensure all facilities (hall, toilets playground etc) are available and accessible to all children	Head of School Site manager Class teachers	Ongoing	All areas have been checked and audited to ensure that provision is suitable for all children in the school and potential new arrivals	Summer 2026

Planning Duty 3: Information, advice and guidance

	Issue	What	Who	When	Outcome Criteria	Review
Short Term	Ensure parents are able to access teachers and SENDCO for support when required.	Ensure all parents are clear how to speak to class teacher or SENDCO as required. Emails to be sent via hello@account or Arbor. All staff to be available for quick queries at the start and end of each day. SENDCO appointments can be made through the school office.	SENDCO Class teachers	Ongoing	Parents feel confident with accessing support within school. School support children appropriately and signpost parents towards additional support if needed.	
Medium Term	Ensure that EAL parents are able to access school communications and communicate fully with staff.	Parents receive communications through mediums that allow for translation option (school website, Class Dojo). Additional translation support provided for meetings if required.	Head of School Class teachers	As required	EAL parents will have equal access to information and services provided by the school.	
Long Term	Ensure all information, support and advice from external agencies are shared with the relevant people.	Parents are given access to reports from external agencies and these are discussed with parents to aid understanding. Staff members are supported as required and have access to all information regarding children within their class.	SENDCO Class teachers	As required	Information is shared effectively and efficiently in order to gain the best outcomes for children. School staff feel supported in their role.	