



CROWTHORNE CHURCH OF ENGLAND PRIMARY SCHOOL

Accessibility Policy

Status of Policy	Date
Reviewed	Every 2 years
Ratified by governors	May 2026
Review date:	May 2028

Our school policies reflect our vision of

*Inspiring and enabling our school community to live life to the full,
promoting excellence and nurturing respect, compassion, honesty, resilience and
collaboration.*

John 10 v 10:

Jesus said: "I have come that they might have life, and have it to the full"

Crowthorne Church of England Primary School

Accessibility Plan

Introduction

This plan is drawn up in accordance with the planning duty in the Equality Act 2010 as amended by the SEN and Disability Act 2001 (SENDA).

It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by the DfES in July 2002.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability if he or she has a physical 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 in order to ensure all pupils can access the curriculum and enjoy full participation in the school community for pupils, parents/carers and staff with a disability.

To reduce and eliminate barriers to accessing the curriculum and wider opportunities in school as a result of vulnerability or communication needs

This is in line with our Christian vision that all members of our school community will be inspired and enabled to 'live life to the full'.

Principles

Compliance with the DDA is consistent with the school's vision, aims and equal opportunities policy and the operation of the school's SEND policy.

The school recognises its duty under the DDA (as amended by SENDA):

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an Accessibility Plan.
- In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002)
- The school recognises and values parents' knowledge of their child's disability and the effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individuals; and endorses the key principles in the National Curriculum 2014 framework, which underpins the development of an inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming of potential barriers to learning and assessment for individuals and groups of pupils

Activity

a) Education and Related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN advisers, and of appropriate health professionals from the local NHS trusts.

b) Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Linked Policies

This plan will contribute to the review and provision of related school policies.

- Premises Action Plan
- SEND policy
- Equal Opportunities policy
- Curriculum policies
- Equality Policy
- School Improvement Plan

The Plan

		Objective	What	How	When	Goal Achieved
Day to day	1	Ensure availability of written material in alternative forms	School aware of local and LA services for converting written information into alternative formats.	SENCO researches and discusses with relevant services	Ongoing	School able to deliver information to all pupils and parents with disabilities
	2	Continually review provision for children with learning difficulties and make amendments and improvements where necessary	Develop staff knowledge and skills in managing children with specific learning/behavioural difficulties	Staff training provided by outside agencies	Ongoing	Staff have increased knowledge and skills in working with children with specific learning/behaviour difficulties
	3	Ensure all school trips are accessible for all children	Class teachers to review current arrangements for trips and consider if the venue / activity is suitable for all children (taking into consideration pupils who might not be in their class yet)	Class teachers – Staff team working together and recommending, suggesting adaptations that could be made	On-going	School Community confident that every child will have access to, and enjoy, trips arranged to enhance the curriculum
			Liaise with coach companies to ensure coaches provided are wheelchair accessible	Bursar to book appropriate coaches – and ensure no additional cost is passed on to parents		
	4	Support children to be able to access clubs during and after the school day	Review club offer and ensure there are a range of clubs that are accessible and appealing to all children	Ensure all club providers are aware of the range of disabilities and needs within the school and ask what provision (if any) can be made to support pupils	On-going	Range of clubs available to pupils with additional needs

				to attend		
			Liaise with parents to ensure any needs are made known to the club provider before the child starts the club.	Where possible share ideas and solutions that will support a child to be able to attend a specific club. Encourage parents to provide additional support where necessary and communicate with external club providers	On-going	
Longer term	1	Provide large print books if necessary in reading schemes.	Purchase of large print books for reading schemes if necessary	Purchase from English or SEND budget	As necessary	Availability of large print books
	2	Expand the range of dual language books available for children with EAL	Purchase more dual language books reflecting languages spoken by pupils	Purchase from EAL budget	As necessary	Pupils to have access to books in their first/home language
	3	Consider use of translation to support parents with EAL	Translate key letters and look to having access to verbal translation for meetings where needed/if possible	Use of Google translate Access to native speakers of a range of languages	Ongoing	Parents are supported to access written and verbal information
	4	Increase use of visual prompts to support communication and learning	Use of Widgit and other visual prompts to create learning resources, social stories, timetables etc	Purchase Widgit from SEND budget	September 26 onwards	Children are supported with language and processing through use of visual images
	5	Provide a sensory area for re-regulation	Convert IT suite to a small group/SEND space including a sensory area	Wellington Bid	Summer holidays 2026	Pupils have access to a sensory area for calming and re-regulation