

The Curzon Church of England (VA) Primary School



Accessibility Plan 2024- 2027

Our vision

Inspiring all to

'Aspire Believe Care'
"Let your light shine" Mathew 5:16

At The Curzon Church of England Primary School, we ASPIRE to be the best we can be and reach our full potential. We BELIEVE in our abilities to learn and flourish together. We CARE for one another as the Curzon family.

Our school values

We have six core Christian Values which permeate through the life of the school and underpin our vision;

Truthfulness, Compassion, Forgiveness ,Friendship ,Respect and Perseverance

Accessibility Policy and Plan

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to disability in the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Introduction and Aims:

At The Curzon C of E Primary School , we are committed to providing an accessible environment which values and includes all stakeholders – pupils, staff, parents and visitors, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and respect. We aim to celebrate differences and actively promote the wellbeing of all children.

It is our aim to reduce or, wherever possible, eliminate barriers to the curriculum, fuller aspects of school life and the school environment for pupils, prospective pupils, staff, parents and disabled visitors.

This accessibility plan has been drawn up to cover a three-year period. The plan will be updated annually.

At The Curzon C of E Primary School our vision and values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to recognise everyone's uniqueness and success and are committed to improving children's confidence and self-esteem. We are committed to challenging differing attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Our aim is to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and take reasonable steps to avoid placing anyone at a disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. All classrooms are on the ground floor. Ramps are available to access areas where there are steps, including the playground and entrance to the school. There are currently no areas of the main school to which disabled pupils have limited or no access. Two accessible toilets are available, one for staff and one for children. We gather information about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of

children already at the school, we ask parents to keep the school informed of any changes to the information they have provided.

Our SENDco and SEN specialist meets regularly with parents of children who have a disability or health condition. Relevant information is shared and training provided. When children enter school with specific disabilities, the school contacts other professionals for assessments, support, training and guidance for the school and parents. Through planning for individual need, we aim to provide as inclusive an approach as practically possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments. We support parents by carrying out home visits prior to the children starting at the school. We also hold face to face meetings and telephone consultations when needed.

The plan will contain actions to:

- Improve access to the physical environment of the school sites. We will make reasonable adjustments to the physical environment of the school and will purchase/provide physical aids to enable stakeholders to access education.
- Increase access to the curriculum for pupils with a special educational need or disability, ensuring that all pupils are equally prepared for life. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs and educational visits. It also covers the provision of specialist aids and equipment, which may assist these pupils when accessing the curriculum and other modified learning tasks.
- Improve and make reasonable adjustments to the delivery of written information to all stakeholders with disabilities. This information will be available in different formats within a reasonable time frame.
- The action plan for physical accessibility is related to a regular access audit of the School – it might not be feasible to undertake some of the work identified during the plan's three-year period – some actions may be carried over into the development of a new plan.
- The plan will be monitored by the school governors through the curriculum committee.
- The school acknowledges the need for on-going awareness-raising and staff training on disability discrimination.
- For parents and carers of children already at the school, we ask them to keep the school informed of any changes to the
- Our SENDco and SEND specialist meet regularly with parents of children who have a disability or health condition
- Through planning for individual need, we aim to provide as inclusive an approach as practically as possible.

Background:

The Special Educational Needs and Disability Act 2001 extended the Disability Discrimination Act of 1995 to cover education. As a school and governing body we must ensure that our practices and policies comply with these acts and increase access to education for disabled pupils. It is our duty to make sure that:

- We do not treat disabled pupils any less favorably for reasons relating to their disability.
- We make reasonable adjustments for disabled pupils, so that they are not disadvantaged.
- We will plan to increase access to education for disabled pupils.
- We will not discriminate against anyone because of a disability.
- We will promote positive attitude towards disabled pupils.
- We will celebrate and actively promote differences in school through specialist weeks and days alongside daily teaching and age-appropriate PSHE lessons

- We will try our best to remove barriers which may discourage disabled people from participating fully in all aspects of school life.
- We recognise that it is unlawful to discriminate against a disabled pupil by excluding them for a reason related to their impairment.

Definition of Disability:

A person has a disability if he/she has a physical or mental impairment that is:

Substantial, long-term and has an adverse effect on his/her ability to carry out normal every day activities.

Principles:

Compliance with the legislation mentioned above is consistent with the school's aims, Equal Opportunities Policy and the Special Educational Needs Policy.

Our admissions policy does not discriminate against disabled children.

- We recognise that it is unlawful to discriminate against a disabled pupil by excluding them for a reason relating to their impairment.
- When recruiting staff, disabled applicants will not be discriminated against.
- We recognise and value parents' and carers' knowledge of their child's disability and will work in partnership with them, consulting with them where appropriate.
- We provide a broad, balanced, creative curriculum, which is differentiated to meet the needs of all pupils. This is to ensure that we overcome potential barriers to learning and assessment for individuals and groups of pupils and so that all staff are fully aware of the procedures for teaching and supporting pupils with disabilities.

Action required	Lead responsibility	Resources and costing	Performance criteria	Monitor and review	Evaluation
Improving access to the curriculum					
<p>Ongoing:</p> <p>Purchase new resources as needed to enable all pupils to have access to a broad and balanced curriculum.</p> <p>Adapt Knowledge Organisers to support SEND and Vocabulary development.</p>	<p>SEND Co-ordinator</p> <p>As above, support from AT and class teachers</p>	<p>Dependent on resources.</p>	<p>All children are fully included in the curriculum.</p>	<p>SEND CO-ORINDATOR</p> <p>Governors & SLT to receive feedback</p>	
<p>Ongoing:</p> <p>Up-to-date training to ensure inclusion of all children.</p>	<p>SEND co-ordinator</p> <p>Relevant staff</p> <p>Level 3 SENTA training of new staff.</p> <p>Sensory training for some TAs and teachers, including SEND co-ordinator .</p>	<p>Specialist support – as identified for children in school.</p> <p>Training needs are identified and specialist teachers have been booked to provide this – costings will vary dependent on specialists.</p> <p>National College subscription to be used.</p>	<p>Training will be delivered</p> <p>Staff competent in strategies for a variety of areas.</p>	<p>Assistant Head</p> <p>SEND specialist</p>	
<p>Explore further interventions to support varying needs of children in school – in particular, reading.</p>	<p>SEND co-ordinator</p>	<p>SENDCO management time.</p>	<p>Intervention impact assessments show interventions result in good progress.</p> <p>Children are receiving the best possible support from school.</p>	<p>Headteacher</p>	

Ongoing: Risk assessments to be in place to support children where appropriate.	SEND co-ordinator SEND specialist Headteacher	Risk assessments will be written when children first enter school, Risk assessments will be reviewed annually, however changes can be made at any point.	Consideration has been made to individual needs.	SENDCO co-ordinator SEND specialist Headteacher SENTAs	
Improving the Delivery of Written information					
All letters to be available in large print / different colours as needed.	Office Staff	Office staff to be aware of individual needs for families.	Information is shared effectively with all members of the school community.	SLT	
Improving the Physical Environment					
Improvement in corridors along the Y2/ 5 area to be made clearer with coats and bags hung up properly to avoid blocking corridors.	Inclusion Manager Headteacher Y2/5 teaching staff and TAs/HLTAs Pupils in these classes.	Spot checks by SLT when walking through these areas.	The school is accessible for all stakeholders, in particular, those moving into these year groups from Y2 in September 2025. Adaptations are made in light of new pupils or staff as needed.	SEN Headteacher Feedback to Governors	
Refurbishment of Year 3 classroom .	SBM	Joint Match Funding, approved (also approved by RMC)	A more pleasant and accessible area.	Headteacher / RMC	
Additional accessible toilet- new build.	School caretaker School business /building manager	New bulbs/lighting	Brighter lighting for visually impaired pupils and those with disabilities using this toilet.	Checked by Headteacher once changed then reviewed annually.	

<p>Disabled toilets cleared of equipment other than that to support pupils who require toileting assistance.</p> <p>Nappy changing facilities</p>	<p>SEND to share with all staff.</p>	<p>Spot check times – SLT and Key stage leads to monitor throughout the year.</p>	<p>Clear toilets ready for use by pupils.</p>	<p>SLT/key stage leaders to feedback to Inclusion manager with any issues.</p>	
<p>Self-Cleaning Toilet in Year 1 / EYFS block</p>	<p>SENDCo / SBM</p>	<p>As above</p>	<p>As Above</p>	<p>As above</p>	

- This action plan will be reviewed regularly.
- Additional actions will be added as and when identified.
- Accessibility also features in annual SEN Action Plan and is evaluated each term

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 May 24 SENDCo