

Accessibility Plan

Curzon C of E Combined School has high ambitions for its disabled pupils and aims for them to participate and achieve in every aspect of school life. We have a caring, supportive ethos that seeks to value all individuals and treat them fairly and with respect. Our school promotes equality of opportunity for disabled people: pupils, staff, parents, carers and others who use the school. By promoting a positive attitude towards disabled people, we aim to eliminate discrimination and harassment related to disability and thereby fulfil an essential component of our vision of enabling all to grow.

We are committed to providing an environment within the constraints of our setting that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

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.

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time and within the constraints of our setting, to increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities. This plan is reviewed annually.

Current Provision

Our policy is to include disabled children in the curriculum as much as possible, through differentiation and support. The school has worked hard to be as accessible as possible, with full disabled access from the front and the rear of the building (where there is a ramp in place) allowing access to the two levels. There are double/wide doors on the outside of each classroom and the hall allowing wheelchair access. The school has disabled toilets. There is temporary ramp that can be used to access the hall from the KS1 area.

The school has pupil laptops and I pads which enable children to access ICT from their classrooms

The school supports pupils who have disabilities other than physical. Examples include using technology to support children with recording their learning. Visual timetables and coloured overlays are used to make written information more accessible. The school works closely with families and support services to find the best ways to support each individual child.

Should any individual encounter any difficulties with our provision, we would actively seek to support them.

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our aims and equality policy and SEND 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 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 have regard to the Equality Act 2010
- Our setting
 - recognises and values parents' knowledge of their child's disability
 - recognises the effect their disability has on a pupil's ability to carry out activities,
 - respects parental and child right to confidentiality
- We provide 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.

- Ensuring smooth transition to school from nursery. Multiple visits to pre-school and meetings with family to ascertain needs of pupil.
- Examples of increasing curriculum access include provision of laptops for pupils to record their work, staff use of microphones. The school has mapped out how SEND is supported across the curriculum.
- Working closely with parents and outside providers to ensure that disabled pupils can participate in clubs and school trips fully.
- Time for SENCO and staff to liaise with outside agencies
- Training for staff who are supporting a disabled pupil. Training and awareness raising of disability issues for staff, governors, parents and pupils
- Developing use of remote learning so that disabled pupils can access learning from home/hospital where appropriate.

Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

The school plans to improve the delivery of written information to students, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. Test papers may be adjusted. The information should be made available in various preferred formats within a reasonable time frame. 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. E.g. Braille, Makaton, audio tapes. Staff use picture cues to support pupils to communicate their needs such as going to the toilet.

Improving access to the physical environment of the school

To continue to carry out and make recommendations according to need/priority each year.

Responsibility: Premises Committee, SENDcO when appropriate

This includes improvements to the physical environment of the school and physical aids to access education.

- Personal evacuation plans in place for those who need additional support.
- Regular review of classrooms to ensure they meet the needs of the children e.g. space for wheel chairs if needed.
- KS1 area has been resurfaced to include a disability ramp.
- New hall doors have push bar openings to aid fast evacuation for wheel chair users and are wide enough for wheelchairs.

Feature	Description	Action	Person responsible	Timescale
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Cloakroom	To make the cloakroom accessible to wheel chair users	Ease door force to 15 Newtons Lower handle to door to height of 800mm Provide small ramp the full width of the doors to recommended specification.	Head teacher and premises committee	When building works are considered in this area of the school
Fire alarms	To make sure that those who have a hearing impairment know when the alarm is sounding.	Visual alarms	Head teacher and premises committee	When needed

Arrangements for Complaints

Any complaints regarding SEND provision should initially be discussed with the class teacher or the SENCO. If this fails to provide a satisfactory answer, the issue should then be raised with the Headteacher. If this fails to resolve the complaint, the school's Complaint policy should be consulted.

LINKED POLICIES/DOCUMENTS

Anti-bullying policy
 Behaviour policy
 Complaints policy
 Data Protection policy
 Equality and Diversity policy
 Gifted and Talented policy
 Supporting Children with Medical Needs
 E Safety policy

This plan has been approved by the staff and governors of Curzon C of E Combined School. The policy will be reviewed annually.

(September 2026)

