

Accessibility Plan: Cawston Grange Primary School 2024 - 2026

Aims of the Accessibility Plan

This plan outlines how Cawston Grange Primary School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010. A person has a disability if they have a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways determined after taking into account pupils' disabilities and the views of parents and pupils.

In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy. The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities have 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 is resourced, implemented, reviewed and revised in consultation with all stakeholders. This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

Access to Curriculum: action plan

Target	Who	Timescale	Success Criteria
Ensure that all subject policies take into account access for children with SEND to provide equality of opportunity	Subject leaders guided by SENDCO	By July 2024	<ul style="list-style-type: none"> All subject policies include a section on curriculum access for SEND, outlining how all children are to be fully included in that subject Policies are actioned in daily teaching
Incorporate SEND toolkit assessments into IEP targets for SEND children, to ensure that assessment informs provision accurately	Class teachers guided by SENDCO	Autumn term reviews 2024	<ul style="list-style-type: none"> Next steps in IEPs link to assessments on SEND toolkit for children working below ARE Parents are aware of SEND toolkit assessment information
Ensure that staff are trained to meet the particular needs of children they are working with	SENDCO	Ongoing CPD	<ul style="list-style-type: none"> All one-to-one TAs have accessed webinars relating to the needs of the child they support As new needs arise, training is delivered in a timely manner SENDCO to attend AET Tier 2 training
Continue to embed Padlet monitoring for children with EHCPs to ensure curriculum	SENDCO	Ongoing (termly monitoring)	<ul style="list-style-type: none"> Padlet or similar in place for children following bespoke curriculums, to

closely matches needed provision			demonstrate their learning and ensure parental engagement
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Access to the Physical Environment: Action Plan

Target	Who	Timescale	Success Criteria
New building work to be fully wheelchair accessible, and comply with disability access standards	Headteacher/SENDCO	On completion of any new building work	<ul style="list-style-type: none"> New areas in school will comply with disability access standards New areas in school will be fully accessible to those in wheelchairs New areas of school will have acoustics appropriate to those with hearing impairments
Acoustics to be improved in the school hall to improve accessibility for those with hearing impairment	Headteacher/SENDCO	Ongoing project – funding dependent	<ul style="list-style-type: none"> Building work will be undertaken to improve the acoustics in the hall Those with hearing impairment will be more able to access learning in the hall because of improved acoustics
All children needing support in event of evacuation, or support accessing a physical element of the building, to have individual	SENDCO	By July 2024, with annual review	<ul style="list-style-type: none"> All children requiring such support will have PEEPS written in a way that is accessible to them

PEEPS and risk assessments that are written in a way that is meaningful to them			(Communication in Print/Braille etc) <ul style="list-style-type: none"> • All children requiring risk assessments will have these for specific physical barriers in school • The above will be reviewed annually, or more frequently as needed
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Access to information: action plan

Target	Who	Timescale	Success Criteria
Newsletters to offer a broader range of information about support available for SEND in Warwickshire	SENDCO	Ongoing – updated termly	<ul style="list-style-type: none"> • The school newsletter will regularly include information about local services and events for people with SEND
SEND information report to be put on school website as a series of videos explaining, as well as in written format	SENDCO	By July 2024	<ul style="list-style-type: none"> • All sections of the SEND information report will be delivered as videos of SENDCO or other staff, to ensure that literacy is not a barrier to accessing the information
Translators to be booked for annual reviews and other key meetings as needed	SENDCO	As needed	<ul style="list-style-type: none"> • Where language is a barrier to understanding,

			translation services are to be used
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