Crockerton Church of England Primary School
Potters Hill, Crockerton, Warminster, Wiltshire, BA12 8AB
Web: www.crockerton.wilts.sch.uk Tel: 01985 212168
Headteacher: Mr Aaron McCaldon

VISION STATEMENT

Be joyful. Grow to maturity. Encourage each other. Live in peace and harmony.

2 Corinthians 13:11

Accessibility Plan

This is a single policy which has been written on behalf of the Governing Body for Crockerton Church of England VA Primary School.

Written	January 2013
Reviewed	November 2026
Author	SEN Lead, Headteacher, SEND-Link Governor
Review Cycle and Approval	3 Years Governing Body/Gov/Head Teacher
Next Review	December 2027

We are committed to safeguarding and promoting the welfare of children and young people

Ofsted Good Provider

Starting points

The purpose and direction of the school's plan: Vision and Values

Crockerton CE Primary School has high expectations for pupils with disabilities and a commitment to pupils' full participation in school activities and community. Our policy is driven by the principles of equal opportunities as outlined in the National Curriculum Inclusion statement (Section 4). In planning and teaching the Foundation Stage Curriculum and the National Curriculum, teachers ensure they have due regard for the setting of suitable and challenging learning objectives, respond to pupils' diverse needs and aim to overcome potential barriers to learning and assessment for all pupils.

Information from pupil data and school audit

- The school currently has an average of 14% of pupils on the SEN register including 1.1% of these with an EHCP. There are varied needs. The Special Education Needs of the pupils include a range of difficulties including Speech and Language, Social and Emotional, and social development.

- The school has physical access to the KS2 entrance by ramp. The school has physical access to the main building via the front door, where the office, with a disabled toilet, and Potters can also be accessed. The interior of the building is not fully accessible due to two steps between the entrance corridor and the kitchen area. If required a ramp would need to be fitted from the new KS2 building to the kitchen area to overcome the lack of accessibility.

- Pathways of travel around the school site and parking arrangement are safe. Parking on site is limited to 8 designated staff spaces. All play areas are fenced off from the car park by a locked gate and are sited to the side and rear of the building away from the car park.

- Emergency and evacuation procedures are accessible to all at present. Alarms are auditory and the assembly point is on the village green. We will review the provision of a visual alarm should the need arise.

- We have a designated room for group work and interventions.

- Furniture and equipment are selected as standard, age-related as appropriate.

- All pupils are encouraged to take part in the full curriculum. Pupils with disabilities are included in drama productions, music, PE and art.

- School visits, including residential visits, are made accessible to all children irrespective of attainment or impairment.

- Teachers and teaching assistants attend SEN courses as appropriate to support specific needs. Teachers work closely with TAs to address pupils' targets in My Support Plans or SEND Passports, and liaise with specialist and support services.

- Lessons provide opportunities for all to succeed through inclusive, adaptive plans and the adoption of a variety of teaching styles and strategies.

- Access to information within the classroom is enabled through the use of visual labelling of equipment and resources. Children with visual and specific reading difficulties who may have difficulties reading or copying from the board are given printed copies of texts or large print text books, information may be written for them, or they may use a tablet/iPad to take a photograph which can be enlarged on screen.

- We have a clear policy on the administration of medicines. Staff have been trained to administer epi-pens.
- Photographs of children with specific medical needs or allergies are displayed in the staff room. (Away from general view but so that staff are aware. Epi-pens and inhalers are kept in school within the classroom for that child and are always taken on visits/trips out of school. Staff trained in first aid (and the use of epi-pens) always accompany trips. The list of our First Aiders is displayed in the staffroom with the list of children as well as on the Web of Support displayed around school.

Views of those consulted during the development of the plan

- Parents, pupils, school staff and governors were consulted in order to create this original plan. Comments and recommendations have been taken into account wherever possible and included in our Action Plan (Appendix 1). Through feedback received at parent consultations and Support Plan Reviews we are confident that the school adopts a curriculum to meet the needs of disabled pupils. Ongoing monitoring enables us to identify where changes might be needed and adapt accordingly. The review process takes account of the view of the child when planning for their support.

Making it happen

Management, coordination and implementation

- School staff to be aware of the Disability Equality Scheme (2005) and The Equality Act (2010) and how the disability duties apply to schools though staff meetings and identification of staff training needs.

- The Governing Body will have overall responsibility for the plan and will set priorities related to their responsibilities for the plan, including direction, vision, monitoring, review and annual evaluation.

- The Accessibility Plan will be coordinated with the school's responsibilities towards staff with disabilities under Part 2 of the DDA (Disability Discrimination Act) and towards the general public under Part 3 of the DDA and our duties under Health and Safety, race and Human Rights legislation.

- Implementation is set out in the Action Plan (Appendix 1) to show allocation of responsibility, resources, expected outcomes, timescales, date and process for review.

- The Governing Body will report to parents on the school's accessibility plan which will be linked to other reporting requirements on the arrangements for the admission of pupils with disabilities, steps taken to prevent discrimination of pupils with disabilities and facilities provided to assist access to the school.

Making the plan available

- Hard copies of the school's Accessibility Plan will be available via the school office.

Appendix 1

Accessibility Plan Action Plan 2024 - 2027

Target	Strategies	Outcome	Time frame
Equality and Inclusion			
To ensure that the Accessibility Plan becomes an annual item at the FGB meetings, for updates and feedback since the previous plan.	Clerk to governors to add to list for FGB meetings.	Adherence to legislation.	Annually
To improve staff awareness of relevant additional needs and disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues.	**Annual** updates in line with national Child Protection and Safeguarding; Keeping Children Safe in Education (KCSIE); and Health and Safety updates.
To keep up to date regarding changes and recommendations regarding disability, equality, diversity, inclusion and accessibility guidelines.	SENCO attends network meetings and informs the Head teacher and staff where possible.	School is in line with statutory guidance and good practice.	Termly multi- agency meetings. Actions arising to be raised with staff.
To ensure that all policies consider the implications of disability access.	Consider during review of policies. Multi-agency meetings by SENCO. Staff and governors responsible to ensure that equality and disability is identified within each school policy.	Policies reflect current legislation.	Termly Actions arising to be raised with staff. Annually – as policies are reviewed by subject leaders/ admin and Governors
To plan for all children to access our Broad and Balanced curriculum including outside of classroom trips/events.	Identify children needing support – financial, behavioural and health. Identify and update staff training needs. Liaising with parents.	Children with severe allergies / behaviour plans/My Support Plan/ financial difficulty.	From the 2-year planning cycles – where appropriate opportunities occur across the years.

Physical Environment			
Ensure that, where possible, the school buildings and grounds are accessible for all children and adults, and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Head teacher/ admin/relevant Governors. Suggest actions and implement as budget allows or as need arises.	Modifications will be made to the school building to improve access.	Termly health and safety check, which includes accessibility, to be completed by member of staff and relevant Governor. Annual review of building accessibility
Continue advice on accessibility linked to new pupils who may have a disability.	SENCO and EYFS Lead to ensure the needs of all new intake children are highlighted and considered before transition.	All children can access the school building especially EYFS areas on entry.	Summer term visits and in September
Ensure that fire alarm is audible throughout the school.	Admin tests the alarm termly weekly. Class teachers in mobile classrooms to alert admin if the alarm can no longer be heard.	Fire alarm is clear and audible for all pupils and staff, indoors and outdoors. Fire alarm is audible in mobile classrooms.	Admin to test alarm weekly. Health and Safety audit to ensure fire procedures are efficient.
Curriculum			
Continue to train staff to enable them to meet the needs of a range of SEND across the school.	SENCO and other professionals to deliver training to include ASD, ADHD, deescalation, visual impairment, mental health.	All children's needs can be met in the classroom.	On-going professional development meetings and training days
The planned curriculum is accessible and reflective for all children. Children should feel that they are represented within the curriculum.	Audit of the 2 year cycle curriculum via pupil and staff voice including questionnaires. Subject leaders monitor the curriculum.	The curriculum continues to be suitable for purpose.	Termly checks through data drops as well as annually when monitoring the curriculum at the end of the year and looking ahead to the next cycle.
Texts/books that are available to the children have a diverse range of authors and reflect the world today.	Teachers discuss the most suitable books that are used throughout the term and year.	The children are subjected to a range of books for whole class reading, English lessons, individual	Monitor and record within the termly plans and discuss annually at the end of the year and ready for the following cycle.