

**Caslon Primary Community School,
Beech Tree SEMH Base, Tree Acre Early Years Inclusion Hub, Beecher Bear Nursery and
Daycare**

ACCESSIBILITY POLICY & PLAN

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Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favorably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Board of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

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 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 and direction of the school's plan: vision and values

At Caslon Primary Community School, we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. We promote the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- Girls and boys;
- Minority ethnic and faith groups;
- Children who need support to learn English as an additional language;
- Children with special educational needs;
- Gifted and talented children;
- Children who are vulnerable;

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

Information from pupil data and school audit

We currently have a whole range of children of all backgrounds, needs and abilities. As at beginning of academic year 2026/27

- Asthma
- Eczema
- EDD
- Dyslexia
- Dyspraxia
- Down Syndrome
- ADHD
- ASD
- GDD
- Tic Disorder
- Pica
- Diabetes
- Epilepsy
- Speech and Language Delay
- Non-cleft Pierre Robin sequence.
- Obstructive sleep apnoea
- Allergies – including anaphylaxis
- Various Mental Health diagnoses such as RADS, ODD

We collect information from any transferring schools settings, so that we are prepared for children when they arrive in school.

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

Views of those consulted during the development of the plan

All people consulted value the ability of the school to cater for the differing needs of pupils. No issues were raised on a survey.

The main priorities in the school's plan

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary **to fully include them in the life of the school.**

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO has an overview of the needs of disabled pupils.
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools.
- Disabled pupils have access to extra-curricular activities.

Action plan is below:

Accessibility Plan: September 2026

	<u>Issue</u>	<u>Action</u>	<u>People/ Resources</u>	<u>Timescale</u>	<u>Success Criteria</u>	<u>Monitoring Method: Who? How?</u>
	<u>EQUALITY AND INCLUSION</u>					
1	To ensure that the Accessibility Plan becomes an annual agenda item at GB Meetings	Headteacher to set with COG as an Agenda Item	Headteacher Chair of Governors Clerk to Governing Board Business Manager	To be included in Agenda for GB Meeting	This item to be included in the Summer meeting of the GB for the rest of the academic year 26/27	Governors Headteacher Business Manager
2	To improve staff awareness of disability issues	Review staff training needs Provide training for members of the school community as appropriate Audit parent/carers re personal disability issues	SENDCo Headteacher	Ongoing	To be aware of issues in the school	SENDCo Headteacher Business Manager
3	To ensure that all policies consider the implications of disability and equality.	Consider during review of policies	Headteacher SENDCo Business Manager	Ongoing	To ensure policies reflect current legislation	SENDCo Headteacher
4	To ensure all children with physical illnesses/needs are treated equally in school	Ensure all school activities are inclusive to all children. Liaise with parents where necessary to make any adjustments or changes	SENDCo Headteacher Business Manager	Ongoing	That all children are given access to the school and its formal/non-formal curriculum	Governors SENDCo Headteacher Business Manager
5	Children with speech and language difficulties	Work with a private speech and language therapist to support the needs of pupils. Speech and language therapist to feedback to SENDCo and staff delivering interventions, providing reports to refer back to	SENDCo	Ongoing	Children with speech and language issues are identified and needs are addressed in EYFS. SLT provision supports the learning so that children with SLT issues make rapid progress.	SENDCo

6	Children with gross and fine motor skills difficulties not accessing the curriculum	Children to have access to iPad and laptops. Extra support to be provided by Class Teachers in planning. Extra provision provided by SEND Teachers /Teaching Assistants who shall receive training from SENDCo. Private OT company – Dragon OT	SENDCo Class teacher	Ongoing	Children with G/F motor skills are able to use a laptop with ease and are proficient at touch typing.	SENDCo Class teacher
7	To continue to train staff to enable them to meet the needs of children with a wide range of Sen including how to cope with various medical conditions	SENDCo to provide training for staff as needed during Insets in up coming academic year shall discuss needs of children and how Teachers can improve provision for them	SENDCo/HT	Ongoing	Staff continually developing their skills to help children access the curriculum based on need.	SENDCo Senior Leadership Team
8	To meet the needs of individuals during statutory KS2 Sats	Scribe for children with poor gross and fine motor skills and with other specific SEN issues. Use of additional time Use of other space to perform tests.	SENDCo/HT	Ongoing	To ensure children with specific disabilities have equal access and opportunity to perform to the best of their ability during SATs.	SENDCo Y6 Teachers Headteacher
9	Ensure that all school trips and residential visits are accessible for pupils with learning or physical disabilities.	Through planning Advance Visits Risk Assessment Adequate and appropriate staffing Feedback from parents	AHT/DHT/Class Teacher	Ongoing	children have equal opportunities to access learning or residential trips.	DHT/HT
10	Ensure that after school clubs are accessible for all pupils and fully inform all club providers of needs of children and to ensure children are safe and adequately protected.	Provide adult support if necessary, Communication Full information given and training if necessary.	SENDCo/HT/DHT	Ongoing	After-school clubs and care provision is accessible for all children.	SENDCo/HT /Office staff
11	Ensure curriculum is fully accessible to pupils with any type of difficulty or disability.	Consider alternative communication systems; Consider the way in which information is presented to pupils Consider ways in which pupils can communicate their ideas.	Teachers SENDCo	Ongoing	Curriculum accessible to all.	SENDCo/HT

	<u>PHYSICAL ENVIRONMENT</u>					
1	To continue to maintain outside areas so are accessible to all	Site Manager and HT to regularly audit the outside area and to ensure the playground is safe.	HT/Site Manager/SBM	Ongoing	Outside area accessible to everyone.	HT/Site Manager/SBM
2	To ensure lift bed is in good condition and repair for all children/adults to access should they require	Site Manager and SBM to check on weekly/monthly basis	SBM/Site Manager	Ongoing	Working lift	Governors HT/SBM/Site Manager
	<u>WRITTEN & OTHER INFORMATION</u>					
1	To ensure the website is accessible to all	Parents who are identified as having disabilities to feed into website development.	HT/ SLT	Ongoing	All can look at website despite having additional needs	HT/SLT/ICT leader
2	To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary	All Staff. Subject leaders. Advisors for sensory impairments. Subject advisors.	Ongoing	Curriculum is fully accessible for all pupils.	HT/SLT/ SEND Co
3	To ensure that parents who are unable to attend school because of a disability to access parents evening.	Staff to hold parent's evenings by School Cloud	All staff	Ongoing	To ensure parents have equal access to teachers.	HT/SLT