

Croughton All Saints CE Primary School

Accessibility Plan

March 2026



At Croughton School, we all belong as part of God's family. We foster each child's unique skills ensuring we are an inclusive and diverse community where each child feels safe and has a love of learning. We prepare children for their next journey in education and as global citizens by being respectfully curious, determined, resilient and kind.

*'How wonderful, how pleasing it is when all God's people come together as one.'
(Psalm 133:1)*

Reviewed by	Approved by	Date Approved	Next Review Date
H Curtis	FGB	March 2026	March 2027

This plan outlines how Croughton All Saints CE 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 which are determined after taking into account stakeholders disabilities (i.e. children, staff, parents) 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 are provided 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 will be resourced, implemented, reviewed and revised in consultation with:
 - Pupils' parents.
 - The headteacher and other relevant members of staff.
 - Governors.
 - External partners. 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.

The accessibility audit

The governing board will undertake a regular Accessibility Audit. The audit will cover the following three areas:

- Access to the curriculum – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- Access to the physical environment – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.

- Access to information – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid
- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
- Visual disabilities – this includes those with visual impairments and sensitivities
- Auditory disabilities – this includes those with hearing impairments and sensitivities
- Comprehension – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short, medium and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. Actions can be made at short notice in response to an injury, for example.

The actions that will be undertaken are detailed in the following sections of this document.

Croughton All Saints CE Primary School – Action Plan – March 2026

Access to the Curriculum

Issue	Action	Ease of Action 1 = Immediately Doable 5 = Long term vision	Who Will Monitor?	Timescale	Date Achieved
Children needing adaptations to resources in order to access the curriculum.	Learning Aids to the Produced	1	SENCO	Ongoing	
	Intervention Training for Support Staff	2	SENCO, HT	Immediate	
	Termly Pupil Profile Meetings	1	Class Teachers, SENCO	Immediate	
	Training for Teachers on differentiating the curriculum as required.	2	SENCO, HT	Immediate	

Access to the Physical Environment

Issue	Action	Ease of Action 1 = Immediately Doable 5 = Long term vision	Who Will Monitor?	Timescale	Date Achieved
Access to the hall from the treehouse/ playground area only using a step.	Develop to a slope.	5	Headteacher, Business Manager, Site Manager	TBC	TBC
Many uneven surfaces around the middle playground area.	Repair peeling flooring, consideration of what to do about muddy patches.	5	Headteacher, Business Manager, Site Manager	TBC	TBC
Steps down into the Burrow	Investigate if there is an alternative way to access the Burrow using a wheelchair.	3	Headteacher, Business Manager, Site Manager	TBC	TBC
No disabled parking spaces.	A space could be made available if needed, even at short notice.	2	Headteacher, Business Manager, Site Manager	If needed	NA
Lockers – making the space wheelchair inaccessible	Movement of lockers to an alternative space if needed.	2	Headteacher, Business Manager, Site Manager	If needed	NA
Not all doors accessible to wheelchair users (Cabin – too narrow, Chestnut, Oak and Burrow – minimum requirements)	Awareness at this stage, make adaptations in the future if required.	5	Headteacher, Business Manager, Site Manager	If needed	NA
Some classrooms have dual handled doors, which would be too high for a wheelchair user.	Adaptations made if required.	2	Headteacher, Business Manager, Site Manager	If needed	NA

Access to Information

Issue	Action	Ease of Action 1 = Immediately Doable 5 = Long term vision	Who Will Monitor?	Timescale	Date Achieved
Pupils/Parents/Staff need to have access to curriculum information and all other school information in a format that meets their needs	Understand the needs of pupils and ensure information is available in relevant formats <ul style="list-style-type: none"> • Large print • Braille • Pictorial or symbolic representations 	2	SENCO, Headteacher	TBC	TBC
Safety	Ensure signage is suitable for non-readers, is clear and well situated	1		TBC	TBC