Crawshawbooth Primary School

Accessibility Plan

September 2026

Mr Willan

1. Purpose

At Crawshawbooth Primary School, we are committed to providing an inclusive, welcoming and accessible environment in which every pupil is valued and able to participate fully in school life. Our school values of Respect, Resilience and Curiosity underpin our commitment to inclusion. Accessibility is considered across learning, communication, the physical environment and the wider life of the school.

- high-quality teaching and learning
- the full curriculum and learning resources
- the physical environment
- communication and information
- educational visits, residentials and enrichment
- assemblies, performances, PE, sport and play
- clubs, wraparound provision and the wider life of school

We are committed to identifying potential barriers and, wherever reasonably possible, removing or reducing them so that disabled pupils are not placed at a substantial disadvantage.

2. Legal Framework

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

The definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Schools are required under the Equality Act 2010 to have an accessibility plan.

3. Our commitment

Crawshawbooth Primary School aims to ensure that every pupil:

- feels safe, welcomed, valued and included
- has access to an ambitious and broad curriculum
- can participate in school life as fully as possible
- receives appropriate reasonable adjustments where required
- has access to suitable resources, equipment and support
- is supported to develop independence
- has their views listened to and acted upon
- can access trips, clubs, events and enrichment wherever reasonably possible
- is not disadvantaged because of disability

4. Crawshawbooth Primary School Context

Crawshawbooth Primary School is a single-storey primary school. The main school building and the majority of outdoor facilities are accessible to wheelchair users, with no requirement for internal stair access between teaching areas.

- largely step-free movement around the school
- ramped access to the majority of outdoor spaces, including the school field
- accessible toilet facilities and specialist toileting provision where required
- contrasting features around doors to support visibility
- individual access arrangements considered as needs arise

The main route to the Upper Junior Playground includes steps; however, an alternative accessible route is available. Appropriate alternative arrangements will be made where required so that pupils are not prevented from participating in learning, PE, play or other activities. The school does not have a permanently designated disabled parking bay; however, reserved parking arrangements can be made for blue badge holders where required

5. Identification of Need and Reasonable Adjustments

Accessibility begins with understanding the individual. Relevant information will be gathered at admission and transition, when a disability, medical condition or additional need is identified or changes, through discussion with families and pupils, and following advice from relevant professionals.

Where appropriate, reasonable adjustments will be identified, recorded and communicated to relevant staff. The school will work collaboratively with pupils, parents/carers and external professionals, and arrangements will be reviewed when needs or circumstances change.

6. Curriculum Accessibility

Disabled pupils should be able to access the full curriculum rather than routinely receiving a narrower offer because of disability. Reasonable adjustments may include, where appropriate:

- adapted teaching approaches and classroom positioning
- visual prompts, routines and timetables
- scaffolding, pre-teaching and manageable learning steps
- adapted resources, font, print size, colour or presentation
- assistive technology and alternative methods of recording
- reduced unnecessary copying and additional processing time
- movement or sensory breaks
- adaptations to PE and practical activities
- specialist equipment or professional advice
- adult support where required, with a focus on developing independence

7. Participation in Wider School Life

Accessibility extends beyond the classroom. When planning educational visits, residentials, sport, swimming, performances, assemblies, clubs, special events, playground provision and wraparound care, staff will consider barriers and what reasonable adjustments could enable participation.
Risk assessments should support inclusion and proportionate risk management rather than unnecessarily preventing participation.

8. Physical Accessibility

The school will review its physical environment to identify barriers for pupils, staff, parents and visitors. Reviews will consider entry and exit routes, circulation, classrooms, furniture, toilets, communal areas, lighting, acoustics, signage, visual contrast, external routes, playgrounds, the field, ramps and outdoor learning. Future significant refurbishment or development will consider accessibility from the planning stage.

9. Accessible Information and Communication

When a need is identified, the school will consider reasonable alternative methods for providing information.

- larger print or adapted presentation
- visual, symbol-supported or simplified information where appropriate
- electronic copies and technology-supported access
- alternative background colours or contrast

- audio or other alternative communication methods
- specialist formats following professional advice

Parents/carers are encouraged to contact the school if they require information in an alternative format. Information will be provided within a reasonable timeframe, taking account of individual need.

10. Medical Needs

Some pupils with medical conditions may also meet the definition of disability. The school will make reasonable adjustments and develop individual arrangements where appropriate so pupils can participate fully and safely in education. Detailed medication and healthcare arrangements are set out in the school's relevant medical needs and medicines procedures. Information will be shared with staff on a need-to-know basis and in accordance with data protection requirements.

11. Pupil and Parent Voice

The views of pupils and their families are central to effective accessibility planning. Where appropriate, the school will seek to understand what is difficult to access, what is working, what needs to change, which adjustments are helpful and whether they are having the intended impact. This feedback will inform both individual adjustments and wider school planning.

12. Staff Training

Accessibility is the responsibility of the whole school. Training and professional development will be provided according to identified need and may include SEND and disability awareness, reasonable adjustments, medical conditions, sensory and communication needs, physical disability, neurodiversity, assistive technology and inclusive curriculum practice. External advice and training will be sought where required.

13. Accessibility Action Plan 2026–2029

The action plan is organised around the three statutory accessibility strands, with an additional section for voice, culture and strategic monitoring. Progress should be reviewed at least annually and RAG-rated by leaders and governors.

1. Improving access to and participation within the curriculum					
Objective	Actions	Lead	Timescale	Success Criteria	Review
SEND and Medical register and information on children with additional needs to be regularly updated.	Ensure SEND register reflects current pupils being supported. Add notes to SEND register on Insight with relevant developments. Ensure Medical register and Care plans are up-to-date on Arbor and CPOMs. Liaise with parents and external agencies (e.g. pediatricians) to ensure we receive up to-date reports.	SENDCO Deputy Head	Ongoing	SEN and Medical needs are up to date. Teachers and TAs are fully aware of the needs of children in their class	Termly
Effective communication and engagement of parents.	Introductory meetings in the autumn term to teachers and SENDCo, followed by termly meeting with parents and carers. Termly review meetings with parents of children with IEPs and EHCPs.	SENDCO Teachers	Ongoing Termly	Parents are fully engaged and aware of any plans in place for their child and know how their child is progressing	Termly
Effective communications with nurseries and schools to provide	To identify pupils who may need additional to or different transition for September and mid-year intake. SENDCo to attend Local SEND Hub and build relations with other local SENDCOs. SENDCo to continue positive relationship with Lancashire SEN	SENDCO	Before Sept and mid year intakes	Transition for children with SEND from Nurseries and other schools is smooth with adequate	Termly

a quality transition	team to ensure collaboration when transitioning a child with an EHCP. Reception teacher/s to visit nurseries prior to new children transitioning to Reception. Strong working relationships are established with the inclusion team to support early intervention within EYFS. Additional transition support is provided for pupils with SEND moving into secondary education. There is ongoing engagement with external agencies to ensure appropriate SENDCo Before Sept and mid-year intakes Transition for children with SEND from Nurseries and other schools is smooth with adequate and appropriate resources and provision. Termly 4 To be reviewed April 2029 provision, including Speech and Language Therapy (SALT) and Occupational Therapy (OT).			and appropriate resources and provision.	
Training for staff on increasing access to the curriculum for all learners and removing potential barriers.	Existing approaches are continually reviewed to identify potential barriers to learning. Staff and pupil voice are gathered regularly to inform practice. The SENDCo provides ongoing feedback to staff, highlighting areas for development. Consistent, evidence-based approaches are introduced and embedded across the school, including Zones of Regulation. The impact of these strategies is continually monitored to ensure effectiveness.	SENDCO	Ongoing	Potential barriers to learning are removed as much as possible so that all children have the opportunity to access the full curriculum and therefore reach their full potential	Annually
Appropriate specialised equipment is used	IPads available to support children with difficulties. Sloping boards for children with physical disabilities. Coloured overlays or coloured paper for children with	SENDCO	Ongoing	Specialised resources and equipment enable children to regulate and	Annually

to benefit individual pupils and staff.	visual difficulties or dyslexia. Kick bands for chairs and alternative seating. Use of wobble cushions, weighted blankets, pencil grips, fidget tools, chewelry. etc. Monitor and observe use of equipment Eg. Visual timetable, wobble cushions etc. Expand use of assistive technology (e.g. headphones, iPads, speech-totext tools)			also aid them in accessing the curriculum fully.	
Interventions are used appropriately to help children make progress in targeted areas and skills	Deliver targeted interventions including Lego Therapy, Bucket Time, Talk Boost and WellComm Provide dyslexia-focused interventions and targeted support for lowest 20% of readers. Provide regular sensory breaks and structured support.	SENDCO	Ongoing	Children with SEND make progress in targeted areas.	Termly
Adapt PE lessons and physical activities to ensure full participation for all pupils	Review lessons and clubs offered with PE lead Gather pupil voice Provide CPD on inclusive strategies Work closely with West Lancashire Sports partnership to ensure tasks are adapted and equipment is modified to allow full participation for all.	SENDCO SLT PE Lead	Ongoing	All children can participate in physical activities	Termly
All needs continue to be represented in the curriculum and resources.	Children to be made aware of people in the public eye who live or historical figures who have lived with SEND. Through carefully planned PSHE lessons children learn to celebrate people's differences and special talents. A selection of books made available in	SENDCO Class Teachers	Ongoing	Children's needs are fully represented and awareness is raised for all.	Annually

	the nurture room that represent children with needs or specifically describe a specific need.				
Utilise nurture room and library as breakout spaces for intervention and regulation	Audit and design purpose of spaces across the school. Develop clear systems and routines for these spaces. Ensure environments are supportive e.g. calm, welcoming, low stimuli. Use designated spaces for targeted interventions e.g Nurture room for sensory/emotional support and library for reading, IEPs etc. Promote independence of self-regulation through the use of Zones of Regulation.	SENDCO	Ongoing	Children have safe spaces to use in order to help regulate. Children have a calm space to access suitable interventions.	Termly

2. Improving access to the physical environment

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Objective	Actions	Lead	Timescale	Success Criteria	Review
Maintain and enhance strong physical accessibility	Maintain clear pathways and flexible seating in all classrooms	All Staff	Ongoing	Safe and independent movement for all pupils	Termly
	Ensure double doors remain fully operational for wide access	Site Sup	Ongoing	Easy access across school	Termly
	Monitor access to sloped field areas and ensure use of alternative routes	SLT	Ongoing	All pupils can safely access outdoor spaces	Termly
	Ensure Early Years outdoor provision remains accessible on lower levels	SLT	Ongoing	All pupils access provision appropriately	Daily
	Maintain accessible playground, field and wheelchair-accessible track	SLT & Site Sup	Ongoing	Full participation in physical activity	Termly

	Maintain and service disabled toilet, hoist and changing facilities	SENDCO & SLT	Daily by support staff and Serviced every 12 months by outside provider	Facilities safe, dignified and fully operational	Termly
	As carpark space is very limited and has no designated disabled bay, ensure that parents of families with a physical disability have access to the school carpark. Cone off space if required.	SLT Office Staff	Ongoing	Parents with children who have a physical disability are able to access the school carpark so that their child can safely enter the school building	Annually
Evaluate day and residential trips in light of current cohort.	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent. Pre-visits and planning required for residential stays if SEND children are attending.	SENDCO and SLT	Ongoing	All SEND pupils have the opportunity to attend all trips	Annually
Ensure access for all SEND children at After school clubs	Audit SEND pupil's use of clubs and extended services - risk assessments put in place if needed. School to provide a 1:1 for clubs if needed. Ensure	SENDCO & SLT	Ongoing	Children with additional needs are accessing clubs of their choices with the	Termly

and extended day and reasonable adjustments are made to enable participation.	environment where clubs take place is accessible for all.			correct planning and support.	

3.Improve the access and delivery of information

To improve the delivery of information for disabled pupils and parents/carers

Objective	Actions	Lead	Timescale	Success Criteria	Review
Improve the delivery of information to pupils with a disability	Ensure the efficient use of visual resources. Ensure all staff have access to widgets/CIP if needed. To use a variety of real objects/photos/symbols to support children at their different levels of communicative need. Social Stories to be used as necessary to aid children's transitions and as required at other times	SENDCO & SLT	Ongoing	Staff can prepare high quality visuals. Pupils will be supported in their language development. Pupils will be supported during times of change.	Annually
To enable improved access to written information for pupils, parents and visitors.	Create and offer information in alternative formats. Access arrangements are considered and put into place for statutory testing	SLT	Ongoing	Evidence that appropriate considerations and reasonable adjustments have been made	Annually
Ensure that reasonable adjustments are made for parents	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible	SENDCO & SLT	Ongoing	Evidence that appropriate considerations and reasonable adjustments	Annually

with a disability, medical condition or other access needs so as they can fully support their child's education				have been made, so that parents can fully support their children in their education	
Review documentation on website to check accessibility for parents.	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.	SLT	Ongoing	All parents will be able to be aware of what is happening at school via the website.	Annually

Policy written: September 2026

Policy to be reviewed: September 2029