

Charles Darwin Community Primary School

Accessibility Plan December 2025

Aims of the Accessibility Plan

This plan outlines how Charles Darwin Community 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 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 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/carers.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed annually to ensure the changing needs of the school and its pupils are addressed. The plan is also reviewed where the school has undergone a refurbishment.

The accessibility audit

1.1. The Governing Body will undertake a regular Accessibility Audit.

1.2. 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.

1.3. 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

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

1.5. All actions will be carried out in a reasonable time frame, taking into account pupils' disabilities and the preferences of their parents.

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

Access to Curriculum – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Monitoring
All staff are confident in delivering a adapted, quality curriculum to all children regardless of ability and disability.	All staff	Annually	<p>Each subject currently has a Subject Adaptation document which can be used by staff to support children with additional needs to access the curriculum.</p> <p>All children regardless of ability and disability have full access to the whole curriculum</p>	SLT/SENCO and subject leaders monitoring in-line with whole school monitoring programme
Provision of adapted resources to support pupils with access to the curriculum e.g. specific use of IT, use of visual timetables and use of hearing aid to support pupils with hearing impairment	SENCO	Ongoing according to pupil needs	Resources from whole school training made and available for use e.g. dyslexia friendly resources, coloured overlays, fidget toys, ear defenders, resources for visually impaired pupils.	SENCo to monitor resources are in place to support needs of identified pupils
Training for teachers and support staff on adaptive teaching and effective intervention	SLT/SENCO/SLs	As required	<p>Teachers are able to more fully meet the requirements of individual children's needs with regards to accessing the curriculum. E.g. PINS training (Partnership for Inclusion of Neurodiversity in Schools), adaptive teaching training.</p> <p>Support staff are able to work with increased knowledge and provide appropriate resources for pupils.</p>	SLT/SENCO and subject leaders monitoring in-line with whole school monitoring programme

Progress meetings to take place to assess and address pupil needs.	SENCO / Subject leaders	Termly pupil progress and annual EHCP review meeting	Pupil needs reviewed and emerging needs are addressed. Pupils with additional needs achieve as well as others.	SENCO and subject leaders monitoring in-line with whole school monitoring programme	
Staff trained to meet individual medical needs of pupils where applicable.	SENCO	As required	Staff complete training for specific needs. For example, epi pen training and diabetes awareness training for relevant staff when required.	SENCO to monitor individual pupil's needs	
Training from the hearing impairment team for year group staff	SENCO	As recommended	Teachers and teaching assistants are able to support hearing impaired children in accessing the curriculum and use of equipment.	SENCO to monitor individual children's needs	
All pupils can access remote learning	Head Teacher	Ongoing	All pupils to have access to devices to support with home learning in the case of self-isolation/ bubble closures etc. Technical support to be offered to parents by members of staff.	HT to monitor individual pupil's needs	

Access to the Physical Environment – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Monitoring
Ensure each area of the school has wheelchair access.	Head Teacher	Within 3 year plan	The environment is adapted to the needs of pupils and visitors	HT to monitor individual needs
Disabled access toilets	Head Teacher	Current	Disabled access toilets and changing facilities available including those to meet the needs of individual identified children.	HT to monitor individual needs
Classroom environment offers support for those with additional needs	SENCO	Current	Alternative seating, sensory supports, classroom environment support all children in accessing their learning.	SENCO to monitor individual children's needs

Visual prompts for safety procedures	Site manager	Current	All pupils, staff and visitors are able to access safety procedure information	HT to monitor termly
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Access to Information – action plan

Target	Who	Timescale	Outcomes / Success Criteria	Monitoring
<p>Understand the needs of pupils and ensure information is available in relevant formats</p> <ul style="list-style-type: none"> • Large print <ul style="list-style-type: none"> • Braille • Pictorial or symbolic representations • A range of font styles 	SENCO	As required	Pupils have access to curriculum information and all other school information in a format that meets their needs	SENCO to monitor termly
Ensure signage is suitable for non-readers, is clear and well situated	Headteacher	As required	Pupils are able to navigate the school regardless of any disability	HT to monitor termly

The school makes itself aware of the services available through the LA for converting written information into alternative formats	Headteacher	As required	Pupils and the wider school community have access to curriculum information and all other school information in a format that meets their needs	HT to monitor termly
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