



Curwen Primary School

Together Everyone Achieves More



Accessibility Plan **Spring 2026**

Next review date Spring 2029

Objective	Task / Action	Led by	Resources	Success Criteria
<p><u>Curriculum</u></p> <p>1) To ensure maximum inclusion possible for pupils in protected groups.</p> <p>2) To maintain present high levels of learning opportunities for pupils in protected groups.</p> <p>3) To ensure all educational visits have had reasonable adjustments made to allow pupils in protected groups to have access where appropriate.</p>	<p>Continue to make decisions based on each child and ongoing assessment of strengths and needs. Regular discussion at team meetings (VCM) and taking on board views of outside agencies. The aim is that pupils remain in class as much as possible alongside their peers.</p> <p>Ascertain areas that might have a restricting influence upon the learning of these pupils. Put relevant support/planning/resources in place. Share good practice with staff.</p> <p>Ascertain the issues that may be a barrier to access. Arrange specific staffing, equipment, and transport to support these pupils to attend trips alongside their peers where relevant. Involve parents and, if possible, pupil voice when risk assessing and making decisions. Specific visits planned for Pathways groups to support their personalised curriculum.</p>	<p>Phase Leaders SENCo</p> <p>Phase Leaders SENCo</p> <p>Phase Leaders H&S Manager SENCo Class teachers LST</p>	<p>Meeting time with teaching staff Annual Reviews and EHCP Specialist reports and recommendations Vulnerable Children Meetings. E4C training</p> <p>Meeting time with teaching staff. Annual Reviews</p> <p>Robust assessment of risks and mitigations. Relevant forms of transport Wheelchair if needed Pre-preparing pupils for trips Visual stimuli to support Ear defenders if noisy Parents to attend if applicable</p>	<p>Children in protected groups are enabled to participate in all curriculum areas</p> <p>The learning opportunities for children in protected groups are appropriately continued.</p> <p>Children in protected groups are able to attend a range of educational visits</p>

<p><u>Attitudes and participation</u> 4) To ensure extra-curricular clubs are accessible to pupils in protected groups.</p>	<p>Liaise with leaders of after school clubs to maintain accessibility for pupils in protected groups. Consider staffing needs Make reasonable adjustments where possible</p>	<p>After – school Clubs Co-ordinator SENCo</p>	<p>Meeting time between After – school Clubs Co-ordinator and SENCo Discussions with parents/carers</p>	<p>All staff develop their practices to increase opportunities for children in protected groups to participate in extra-curricular activities.</p>
<p><u>Employment</u> 5) To ensure all staffing opportunities are advertised transparently and staff feel equally able to apply. 6) To support staff with disabilities to feel confident to disclose this information, particularly hidden disabilities.</p>	<p>Ensure that all roles are advertised, and that JD and person spec are available, meaning that all staff with relevant skills/experience feel able to apply. Devise suitable way for staff to easily self-identify. Where appropriate: investigate specific resources needed; make reasonable adjustments to roles; draw up care plans</p>	<p>HofS HofS H&S Manager</p>	<p>HR support where appropriate Develop form to identify Liaise with Occupational Health if need be Meeting to develop care plans where relevant</p>	<p>All staff feel advertised jobs are relevant to them, including those from protected groups. Staff in protected groups are able to carry out daily tasks with ease and feel comfortable to share relevant information</p>
<p><u>Environment and other policies</u> 7) To ensure mobility in the classroom and playground for pupils in protected groups. 8) To develop additional land for multipurpose use, ensuring it is safe and suitable for use by pupils from protected groups.</p>	<p>Examine the school building and playground to ensure considerations for pupils from protected groups, and especially disabled children, are current. Establish plans for land and ensure these consider both safety and practicality for all protected groups.</p>	<p>SENCo SMT</p>	<p>H & S Manager HofS</p>	<p>The physical environment of classrooms, and the rest of the school, is conducive to freedom of movement on the part of pupils from protected groups and specially disabled children.</p>