Cranford Primary School

Berkeley Avenue

Hounslow

TW4 6LB

Accessibility Plan

Date: September 2026

Review Date: September 2027 (or sooner if changes to the law or practice)

Approval Level: Governing Body

Accessibility Plan

Cranford Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life.

The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. The Accessibility Plan is structured to complement and support the school's Equality Policy and the SEN Policy.

This plan sets out the proposals of the Governing Body to increase access to education for disabled pupils in our school. The Accessibility Plan will look to:

· Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.

· Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

· Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

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.

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

Cranford Primary School is a learning community where pupils and staff alike are supported and challenged to achieve their full potential. It aims to ensure that every child succeeds by providing an

inclusive education within a culture of high expectations, and by giving every learner the confidence they can succeed. Every child is made welcome irrespective of race, colour, creed or impairment.

Cranford Primary School therefore aims to:

- set suitable learning chall9enges
- respond to pupils' diverse needs
- over-come potential barriers to learning and assessment for individuals and groups of pupils

All staff are aware they have a duty to:

- promote equality of opportunity between disabled and non-disabled people
- eliminate discrimination that is unlawful under the Equality Act 2010
- eliminate harassment of disabled persons that is related to their impairments
- promote positive attitudes towards disabled people
- encourage participation by disabled people in public life
- take steps to take account of disabled person's impairments, even where that involves treating the disabled person more favourably than other people

The school has set the following priorities for the development of the vision and values that inform the plan:

- continue to audit existing provision
- identify areas of disability not fully provided for
- implement staff training to meet identified needs
- cost/plan for changes to the physical environment to meet identified needs
- enable relevant adaptations of the curriculum
- enable further development of pupil understanding of disability
- further develop strategies aimed at anticipating/preparing for pupils with disabilities

Information from pupil data and school audit

The school uses the broad definition of 'disability' as a person who has a substantial physical or mental impairment that has a considerable and long-term adverse effect on his or her ability to carry out day to day activities. This also includes any child whose condition is currently stabilised by medication or a physical support, except for those wearing glasses.

The school provides effectively for SEN children. It has:

- well-trained teachers and support staff who support children with autism, developmental delays, speech and language and a range of moderate learning difficulties
- a creative and skills-based approach to the curriculum which encourages adaptability to meet all children's needs and maximises their access to the whole of school life
- a suitable environment - the physical structure of the building is well suited to meet the majority of needs, being on one level with good access for the less mobile and wheelchair bound. Adaptations have been made to better provide for the children currently in school including provision of a fully approved disabled toilet and changing room and step free access to the Eco Classrooms
- effective inter-agency links which enable forward planning for pre-school disabled children.

Children with special needs consistently make good progress as measured by statutory tests and teacher assessments.

The school now needs to anticipate further potential pupil needs focussing on:

- The visual and hearing impaired
- The broad range of common medical conditions
- Developing both the school's physical environment, and the staff's knowledge, understanding and skills
- Further developing the potential of ICT to support learning and access in general

The school has set the following priorities for the development of information and data to support the school's accessibility plan:

- Continue to track and monitor progress of individuals and groups of pupils with disabilities
- Use this information to inform the deployment of support staff and resources

The school has set the following priorities in respect of consultation on the plan:

- To extend the pupil voice – seek the views of the school parliament
- To ensure the school parliament is representative of all children

Increasing the extent to which disabled pupils can participate in the school curriculum

The school has established skills in developing and adapting the whole school curriculum to meet the needs of a range of disabilities, providing challenge and support which has enabled pupils to make good progress. It therefore aims to build on these experiences in a systematic way to establish a sustainable framework which can be used to meet the needs of future pupils.

This will involve:

- a review of the whole school curriculum which will involve identifying the range of opportunities for all children
- incorporating high expectations
- developing learning support skills
- developing appropriate groupings and use of peer support

Developments will be shared with all staff and implementation will be enabled by the school's flexible approach to initiative.

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

The physical environment provides good basic provision for the majority of disabilities and a sound basis on which to build refinements. In consultation with pupils, staff and parents, developments to the physical environment will include:

- Assessment of the layout of the playground to provide a stimulating, quiet and protected area away from 'normal' play areas;
- Assessment of lighting, signage, colour contrast, the acoustic environment;

All new projects are assessed and developed with disability in mind.

Making it happen - management, co-ordination and implementation

The school commissioned an Accessibility Audit and Plan in March 2021. This identified areas for improvement. The findings from the audit will be coordinated and considered alongside the local authority's accessibility strategy, social services and health agencies recommendations, particularly in respect of meeting the social and health needs of disabled pupils in school.

Responsibility for this will fall to the Headteacher, SENDCO and SEND Governor. The Governing Body will monitor and evaluate its implementation and effectiveness. Evaluation will take into account SEND and Equality Act legislation, plus school improvement and other policy priorities.