

Cullercoats Primary School

Accessibility Plan 2025-2028

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Statement of intent

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the governing body of Cullercoats Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has 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 school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefit from facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons 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 regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Next review date : June 2028 _____

Planning duty 1: Curriculum

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Curriculum is accessible to all pupils.	Audit of curriculum – Medium plans and development of curriculum links. (Ongoing)	Headteacher/ teachers/SENDCO/ EYFS Lead	Aut 25 Spr 26 Sum26	Management and teaching staff are aware of the accessibility gaps in the curriculum	Aut 26 Aut 27 Aut28
	*Remote Learning Availability	Examples of work clearly kept on Central School Server for any long-term absence or potential closure. All Curric Plans on the Website. Skills mapping Documents.	HT/SLT/Teaching Staff ICt Technician	Spring 26 Sum 26	Curriculum clearly visible for pupils and parents to understand and to access. ICT Technician – Easy accessible folder for Staff – should long term closure occur.	Aut 26
Medium term	Staff members to have the skills to support pupil's emotional health.	INSET provided to staff members – Staff Meeting Mental Health Connect Autumn 2025	Headteacher/ DHT Curric Lead EW-B Lead/LA advisors/ SENDCO	Aut 25 Training Spr 26	Staff members have the skills to support children with SEND	Summer 2026

<p>Long term</p>	<p>All pupils to be able to access lessons (Remotely) <i>School has transferred to Microsoft 365 (Aut 25)</i></p>	<p>Provide tablets and other adjustments (eg Timetable/Space/) to all pupils where required. Ensure pupils can have individual login access for remote learning.</p>	<p>Headteacher/ICT Manager/SENDCO ICT Technician.</p>	<p>Summer 26</p>	<p>All pupils can access lessons – virtual learning suite/resources for home/cloud use. Adaptions and resources for SEND pupils are available.</p>	<p>Sum 26 Sum 27 Sum 28</p>
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Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short term	<p>Access to all areas of the school is clear and apparent to all users.</p> <p>Sensory Room in Nursery is completed and fully functional for Aut 25</p>	<p>Plan of the school shows all major entry and exit points. Secure entrance point at North Entrance.</p> <p>Sensory timetable is available for staff.</p>	HT/SBM – seek advice from LA on DDA regulations.	Autumn 2025	<p>All areas for access clearly defined. – alternatives considered eg. Stage North Hall (Access)</p> <p>Monitor and review the use of the Sensory Room.</p> <p>(Audio system for Sum26)</p>	Sum 26
Medium term	<p>Learning environment supports all pupils those with emotional and additional needs.</p> <p>Adapt the meeting area next to office to be a calm area for regulation.</p>	<p>Identification of safe and secure places for children to work and experience a safe, secure and soothing environment.</p> <p>Calm Zone provides a safe space to regulate for older pupils (KS2)</p>	<p>HT/SL/GB</p> <p>HT/DHT/ SENDCo</p>	Sum 26	<p>Learning environment is accessible to pupils with SEMH – There are variety of intervention/nurture rooms for suitable use EYFS/KS1/KS2</p> <p>Ensure that there are specific and appropriate areas to use.</p> <p>Consider the use of the current music room as an additional SEMH sensory/ Calm room for KS2</p>	<p>Sum 26</p> <p>Aut 26</p>

	Review external space – field and Willow – appropriate access for all.	OPAL specific zones that assist pupils with SEMH and disabilities. Zones are easily accessible.	HT/SLT/GB	Sum 26	External areas of the school can be used for physical and emotional well-being. All areas are accessible to all.	Sum 2026
Long term	All external work planned and reviewed to encourage physical development and well-being.	<p>Audit of facilities around the school – their use and accessibility for all pupils and staff.</p> <p>Additional CCTV on the yard and field to monitor activity and keep pupils safe.</p> <p>Review telephone locations around the school to ensure a prompt response is available to support children and staff.</p>	<p>HT/SBM</p> <p>HT/SBM/GB</p> <p>HT SBM</p>	Sum 26	<p>School building/site is fully accessible monitored with suitable communication.</p> <p>(Review use of Walkie-Talkies)</p>	<p>Sum 26</p> <p>Sum 27</p> <p>Sum 28</p>

Planning duty 3: Information

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Audit School Comms/ website to ensure all text can be translated into different languages.	<p>Audit of information delivery procedures for access to families, pupils, parents carers with SEND & EAL.</p> <p>Key information can be shared quickly with EAL children and parents via the website.</p> <p>Review available information and how this is received via Parental Carer Survey</p>	SLT/ICT manager	<p>Spr 26</p> <p>Spr 26, Spr 27, Spr 28</p>	Any accessibility gaps to its information delivery procedures are reduced.	Sum 26
Medium term	Written information is accessible to visitors with visual impairments/ EAL parents pupils	<p>Provide written information in alternative formats where possible.</p> <p>Look at the use of barcodes/QR codes to help translate.</p> <p>Review speech apps etc for the visually impaired. (Ongoing – possible use of AI technology)</p>	HT/SLT/ SENCO/ICT manager	Sum 27	Written information is fully accessible to pupils and parent carers with audio and visual impairments.	Sum 27
Long term	Communication	Ensure all information in all formats is readily available and accessible to pupils, parents, carers, staff and visitors.	SLT/ICT Technician/GB	Summer 2024	Website remains fully accessible.	Sum 26 - Sum 28