



Carfield Primary School

Carfield Primary School Accessibility Policy and Plan 2025–2028

Date Published	Written or reviewed by	Governor link	Approved by	Next review
October 2025	Bethan Arthur (SENCo)	Adwina Smith		October 2028

Section 1: Vision Statement

Carfield Primary School is committed to providing an inclusive environment that enables full curriculum access and values all pupils, staff, parents, and visitors regardless of educational, physical, sensory, social, emotional, or cultural needs. We aim to remove barriers to participation and learning, ensuring equality of opportunity for all.

This Accessibility Policy and Plan outlines how the school will increase access to education for pupils with disabilities over time. It reflects our duties under the Equality Act 2010 (Schedule 10) and the SEND Code of Practice (2015).

Definition of Disability

Under the Equality Act 2010, a person is considered to have 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 includes sensory impairments, long-term medical conditions, and mental health difficulties.

We have a duty to make reasonable adjustments for disabled pupils:

- When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage;
- We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the pupil faces in comparison to his non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

There is as yet no clarity on what may be 'reasonable' although the Code of Practice will include factors that should be taken into account. It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and whether aids have been made available through the SEND route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing SEND statement provisions, under which Local Authorities have to provide auxiliary aids and services where a statement details that provision. When a disabled pupil does

not have a statement of SEND (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school.

Section 2: Legal Framework

This plan meets the requirements of Schedule 10 of the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014. It aligns with the school's SEND Policy, SEN Information Report, and School Development Plan.

Section 3: Purpose and Scope

The Accessibility Plan addresses the following statutory areas:

1. Increasing access to the curriculum for pupils with disabilities.
2. Improving the physical environment to improve accessibility for all users.
3. Improving the delivery of written and verbal information to disabled pupils and parents.

Section 4: Accessibility Objectives 2025–2028

1. Improve physical accessibility across both sites with improved signage, ramps, and designated access routes.
2. Ensure full curriculum access through adaptive teaching, staff CPD, and communication support (e.g., Makaton, PECS, AAC, symbol-supported text).
3. Improve communication accessibility through accessible formats for information and increased use of visual supports.
4. Strengthen annual review and stakeholder consultation mechanisms to evaluate progress and impact.

The action plan can be found at the end of this document.

Section 5: Access to the Curriculum

All pupils, including those with SEND and disabilities, have access to a broad, balanced, and inclusive curriculum. Carfield ensures this through Quality First Teaching, targeted support, and differentiated learning opportunities.

The curriculum is reviewed regularly by SLT and the SENCo to ensure accessibility and engagement for pupils of all abilities. Teachers receive ongoing CPD on adaptive teaching and inclusive practice, with support from specialists such as the Educational Psychologist, Speech and Language Therapist, and Autism Team.

In addition to the above, Carfield provides:

- Inclusive venues for residential visits have been identified.
- A range of intervention programmes are available to support children with learning difficulties and disabilities, based on the recommendations of external specialists and the skills and experience of teaching and support staff.
- All pupils are encouraged to take part in a range of physical activities, with modifications where needed.
- The school monitors all visits and clubs to maximise availability and participation for all pupils.
- Staff are trained in the administration of emergency aid, with emergency medicines designed to deal with specific conditions and associated with specific disabilities being administered by specifically identified staff under instruction from parents and medical experts.
- The school employs an Inclusion Team to support the emotional needs of all pupils both in school and during transition to other schools.

Section 6: Access to the Physical Environment

Carfield operates across two buildings: Block A (three storeys) and Block B (single-storey). Pupils with physical disabilities are taught on the lower floor wherever possible. Future building plans will continue to prioritise accessibility and safety.

Accessibility features include ramps, accessible toilets, wide corridors, and marked emergency exits. Personal Emergency Evacuation Plans (PEEPs) are in place for pupils and staff requiring assistance, reviewed termly.

Section 7: Access to Information

The school provides information in accessible formats, including large print, visual symbols, simplified text, and translated materials. External advice (e.g., from Speech & Language and Vision Support Services) is sought where required.

Section 8: Consultation and Governance

Carfield engages pupils, parents, staff, and professionals in reviewing accessibility. The SENCo and Headteacher report annually to the Governing Body. The plan is reviewed every three years, or sooner if required.

Section 9: Access Audit

Feature For example:	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Carfield Primary School is currently set over two sites. The smaller building (Block B) situated in the top yard is on one level. The larger building (Block A), situated in the middle yard, has 3 storeys.	To be taught on the lower level in the short term. Long term to re-locate year group to Block B.	Headteacher/ SENCo/ Business Manager/ Site Manager	N/A
Corridor access	Wide corridors in both schools	N/A	N/A	N/A
Parking bays	To be arranged as and when needed via staff car park	Bay to be designated if and when needed	Business Manager/ Site Manager	
Entrances	Wide entrances throughout most with steps to access the building	Three entrance openings from the main road to gain access to Block A and Block B buildings. Route into school to be arranged from main road entrance.	Headteacher/ SENCo/ Business Manager/ Site Manager	
Ramps	Ramps available in Block B (smaller building).	N/A	N/A	N/A

Reception area	Large reception with no stairs to access	N/A	N/A	N/A
Emergency escape routes	Plan to be arranged on Individual basis	PEEP (Personal evacuation plan) to be completed	JS	When needed. Checked termly.
Toilets	Disabled toilet near reception area. Disabled toilet in Block B building (top building).	N/A disabled toilets in both schools	N/A	N/A
Lifts	No lifts to upper floors in Block A building (main building)	N/A	N/A	N/A

Section 10: Accessibility Plan

Aim/ Issue	Current provision in place	Action	People/Resources	Timescale	Success Criteria
To ensure our multi storey school has increased access to all classrooms in school for children with physical disabilities	- Children with physical disabilities are educated in a lower level classroom in the short term. - Children with physical disabilities	- Full risk assessment and action plan for children in school with physical difficulties. - Communication Champions action	Costs to be established by the Business Manager and spending planned into the budget. Business Manager	Ongoing	Pupils with needs/disabilities are not disadvantaged due to environment restrictions. The environment gives all children the best

	and their year group are to relocate to Block B.	plan – To increase symbol supported signage through school • PEEP (Personal Evacuation Plans in place and up to date)			chance of succeeding.
Access to physical environment	• To continue to improve the signage around the school particularly in respect of catering for users with visual/ mobility impairment.	• Leadership team to identify cost and suitability	Headteacher/ Leadership Team/ Business Manager	Ongoing	Clear signage to meet a range of disabilities
Access to physical environment	• Continue to ensure that emergency evacuation procedures meet the needs of the disabled users of the premises	• Pastoral Team to update peeps in line with Fire/ Evacuation duties	Pastoral team	Ongoing	Emergency procedures meet the range of needs.
Access to physical environment	• To monitor and develop the quality of inclusive	• Achievement of SENCO qualification for SENCo and	SENCO	July 2026	Achievement of SENCO qualification

	practices throughout the school	Assistant SENCo qualification • Through SEND Action Plan			All teachers/TAs are aware of children's special educational needs/disabilities and how to support them appropriately. They have access to training as and when it is needed.
Raise staff awareness of disabilities issues whenever appropriate	• SEN training available for teachers/TAs to ensure they can meet the needs of their children. • School S & L therapist provides regular advice and support for staff. • School Educational Psychologist provides regular advice and support for staff.	• Accessing support from outside agencies as and when this is needed. • Educational Psychologist staff surgeries to support teachers with individual children/groups each time she is in school. • Educational Psychology half termly TA sessions.	SENCo Educational Psychologist Speech and Language therapist Autism team	Ongoing	All teachers/TAs are aware of children's special educational needs/disabilities and how to support them appropriately. They have access to training as and when it is needed.
Strive to ensure the curriculum is fully accessible to pupils with any	• Alternative methods of Communication used throughout	• To work in line with the AET Autism Friendly school framework	SENCos/ Leadership team Teachers/TAs	Ongoing	Curriculum is fully accessible for all children.

type of difficulty or disability	school, particularly Communicate In Print, Communication books, Makaton and PECS/ AAC • Pupils are provided with scaffolded support based on their needs. Support is in place to allow pupils to record information in different ways such as mindmaps, videos/ clicker	• Curriculum leads to analyse overview of curriculum to ensure it is accessible for all learners.			
Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities.	• Individual risk assessments completed where they are needed for individual children. • Additional adult support provided to support all children to access trips. • A thorough checklist followed	• Clear planning for all visits considering the needs of ALL children in the class. • Head teacher discussion before visits are booked. • Individual risk assessments completed.	SENCo Headteacher Leadership team	Ongoing	School trips & residential visits are accessible for all pupils

	by all staff to ensure the appropriateness of trips as well as accessibility for all pupils.	Discussions with parents of children with SEND before visits where individual risk assessments are needed. • Social stories provided for children with Communication and Interaction needs before visits.	Teachers/TAs.		
Ensure that after-school clubs and care provision facilities are accessible for all pupils	• After school, lunchtime and breakfast clubs are open to all children. • School termly monitors attendance of all pupils to enrichment offer and targets vulnerable pupils for specific clubs	• Ensure access is available for all pupils and encouraged, including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required. • Review of the number of children accessing breakfast	KS2 Phase Lead After school club leaders	Ongoing	After school, lunch time and breakfast clubs are accessible to and encouraged for all children to be a part of.

		or after school clubs with additional needs			
Access to the curriculum	To ensure all current interventions and their success/impact on progress. Provision mapping to be used across all year groups	SENCo to analyse half termly if interventions are having an impact on progress	SENCo/ Pastoral team	Ongoing	Analysis shows that interventions are impactful through assessment such as SDQs/ Boxalls/ teacher assessment/ teacher/ pastoral team knowledge
Access to the curriculum	To ensure that staff training is supporting pupils with SEND – focus on key areas of need within the school: SLCN, SPLD, ASD, DCD are delivered to relevant staff.	Identify gaps in knowledge and seek external advice if necessary	SENCo	Ongoing	All teachers/TAs are aware of children's special educational needs/disabilities and how to support them appropriately. They have access to training as and when it is needed.

Section 11: Monitoring and Review

Progress towards the accessibility objectives will be reviewed annually by the SENCo and the Inclusion Governor. Outcomes will be reported through the SEN Information Report and shared with the Governing Body. The plan will be evaluated to ensure compliance and effectiveness in meeting accessibility goals.