



# Cusgarne Primary School Accessibility Plan

## September 2025



### Purpose of the plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

### Definition of disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

### Key Aims

To increase and eventually ensure that pupils/students and the wider school community with a disability have:

- Total access to our setting's environment, curriculum and information and full participation in the school community.

### Principles

- Compliance with the Equality Act is consistent with our setting's Equal Opportunities Policy and SEND Information Report.
- Our staff recognise their duty under the Equality Act:
  - o Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
  - o Not to treat disabled pupils less favourably.
  - o To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
  - o To publish an accessibility plan.
- In performing their duties, Hub Councillors have regard to the Equality Act 2010.
- Our setting:
  - o Recognises and values the young person's knowledge/parents' knowledge of their child's disability.
  - o Recognises the effect their disability has on his/her ability to carry out activities.



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- o Respects the parents' and child's right to confidentiality.
- Our setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

### **Increasing access for disabled pupils to the school curriculum**

- Our school curriculum is designed in an inclusive manner whereby all pupils can access the learning at their own level.
- All school visits are planned with individual needs in mind and support is put in place to ensure all pupils can access.
- Where challenges are identified, support from relevant agencies are sought to adapt the curriculum or premises as required.

### **Improving access to the physical environment of the school**

Involvement from external agencies and support from the Aspire Premises Team ensure the physical environment matches the needs of the pupils where possible.

### **Improving the delivery of written information to disabled pupils**

- Support from relevant agencies will advise as to the most appropriate methods to support our pupils, on a case-by-case basis.
- Letters for parents are available online and also emailed out to them directly. Paper copies are available on request. Social media is used to communicate key information also. If we become aware that parents may not be accessing information readily, verbal communication will be used effectively.

### **Financial Planning and Control**

The Head of School and SLT review the financial implications of the accessibility plan as part of the normal budget review process.



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## Accessibility Action Plan 2025

Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure outcome	Who responsible	Long, medium or short term	Time frame	Notes
Classrooms are adapted to ensure access for all areas.	Ensure all classrooms, corridors and school hall are kept clutter free and regular clearances happen to reduce items collected over the term.	All staff	Long term	Ongoing	
Create 'calm corners' in all classrooms/quiet areas to support the sensory needs of all pupils.	Create an area in either classroom or quiet area to support the sensory needs of all pupils using a range of sensory resources.	Class Teachers	Short term	By end of October 2025	A range of sensory resources will be purchased and distributed to class teachers by SENDCo.

Ensuring inclusion in the school community					
Accessibility Outcome	Action to ensure outcome	Who responsible	Long, medium or short term	Time frame	Notes
Parents are able to access teachers and other staff members when they need someone to speak to.	Open door policy – ensure parents and staff are clear on systems. Parents phone/email school office to arrange appropriate time for staff member to contact them or arrange a meeting. Half termly school newsletters with contact details. Who's who on school website.	All staff	Medium term	Ongoing	



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### Access to the curriculum – statutory

Accessibility Outcome	Action to ensure outcome	Who responsible	Long, medium or short term	Time frame	Notes
Regular and updated staff training.	Continue to arrange training courses and INSET CPD is based on identified training needs.	SLT and Curriculum Leads	Long term	Ongoing	
All pupils able to access learning materials.	CPD around appropriate scaffolding tools/strategies. CPD around appropriate communication strategies (e.g. Widgets for visuals and Makaton). Strategic deployment of staff.	Head Of School, SENDCo and Curriculum Leads	Long term	Ongoing	Monitored and reviewed through IPM reviews/pupil progress meeting and through learning walks.
Out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable participation of all pupils who wish to attend.	Risk assessments undertaken where appropriate. Forward planning and liaison with pupils/parents e.g. Year 5/6 camp. External providers comply with legal requirements.	Head Of School and SENDCo	Long term	Ongoing	

### Access to information advice and guidance - statutory

Accessibility Outcome	Action to ensure outcome	Who responsible	Long, medium or short term	Time frame	Notes
Ensure all reports from external agencies are share with relevant staff and families.	Aspire leads, Heads of School and SENDCo to ensure reports are disseminated appropriately. Actions taken in light of advice from professionals.	Aspire Leads, Head of School and SENDCo	Long term	Ongoing	