Captain Cook Primary School

Accessibility Plan 2025-2028

Policy Version Control	
Policy type	LGB
Policy prepared by (name and delegation)	Victoria Emms Head of School
Last review date	Autumn 2026
Description of changes	Policy updates
Date of LGB approval	12.11.2026
Next review date	Autumn 2027

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Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools have to carry out accessibility planning for disabled pupils.

Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils

Attached is a set of action plans showing how the school will address the priorities identified in the plan. We recognise the need to provide adequate resources for implementing the action plans and will review them annually.

Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA): '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.'

The definition of disability under the law is a wide one. The definition includes people with a hearing or visual impairment, cerebral palsy, muscular dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as cystic fibrosis, severe asthma, diabetes, cancer, multiple sclerosis, epilepsy, sickle cell anaemia and HIV are deemed disabilities. Facial disfigurement, severe dyslexia, gross obesity and diagnosed eating disorders are all included.

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities. Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with nondisabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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

At Captain Cook Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Captain Cook Primary School

promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive and kind school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. Pupils with disabilities are fully included in the life of the school. They participate fully in the curriculum, and are fully involved in school visits. They access all areas of the school buildings. As such, we are proud to have a building which includes:

- A dedicated hygiene area with shower within our Adventure Suite
- Ramps to access areas in school on different levels
- Wide doors – externally and internally, so that children and adults using wheelchairs do not require special routes around the school – and children can access every room in the building that they need to
- Acccessible toilet areas for adults and children
- Dedicated disabled car parking spaces

Information from pupil data

In order to prepare for pupils' needs we use a variety of sources to gather information about pupils, prior to their starting our school, whether they start in Nursery or join us later in their school life. We meet with parents, either in school or in the home, as well as liaising with other schools / settings, and with other professionals.

Views of those consulted during the development of the plan

We will consult annually with pupils, parents and staff on whole school issues. This will form part of the pupil and parental questionnaires.

We meet parents formally each term to discuss the progress of children academically and socially.

Annually, we meet parents of children with Care Plans to review the Care Plan and the associated support. We review and refine our practice accordingly.

We have regular opportunties for parents to drop in and informally meet the SENDco, class teacher or Pastoral Lead.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

This policy is monitored by the governing body and will be reviewed every year for 4 years, or before if necessary. It will be re-written at least every 4 years.

Date of Implementation: September 2025

Review Date: Autumn 2027

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Strand 1: Access to the curriculum				
Action	Team(s)/ Individual Responsible	Timescale	Monitoring	Outcomes
Make reasonable adjustments to ensure maximum participation in the curriculum for all children with disabilities. Review individual disabilities within classes and adjust aspects of the curriculum to ensure learners with disabilities are able to participate- begin to use SEND Ranges paperwork to support this	Class teachers	End of the academic year each year	HT/SENDco	Children with disabilities are able to participate fully in all aspects of the curriculum.
Ensure appropriate specialist equipment is available to support children with disabilities. Review EHCP plans and reports from professionals to check what is needed.	SENDco HT	As children with EHCP needs join the school. SEND budget – allocated each September	Class teachers Parents Professionals involved with the individual	Children with disabilities are well supported.
Assemblies are used to teach children about the importance of inclusivity	HT/DHT	Ongoing all year	SLT	Children will have a greater awareness of the importance of including all.
When planning the National Curriculum ensure that consideration is given to children with disabilities. Review Learning Contexts, English and maths (planning and activities)	Class Teachers	Ongoing review from then on	SLT	Disabled learners learn effectively and make good progress in all curriculum areas.
When reviewing curriculum resources consider the needs of disabled learners to ensure accessibility to the curriculum. Ensure the disabled community are represented within teaching resources.	Class Teachers/subject leads	Annually – by February Half Term each year.	SLT	Class teacher have appropriate resources to meet the learning needs of disabled learners and, as a result, disabled learners make good progress.
When planning educational visits and experiences ensure that the needs of children with disabilities are taken into account.	Subject leads Class Teacher	ongoing	Educational Visits lead	Children with disabilities access a range of educational visits and experiences.
Ensure that staff are appropriately trained in meeting the needs of children with disabilities through audits and training.	HT	PD budget	Governors	Staff are confident in supporting children with disabilities. The learning, social and medical needs of children with disabilities are met.
Strand 2: Physical environment				
Continue to review the needs of specific children with disabilities are met in practice, not just 'on paper'. Review EHCP plans and reports from professionals to check what is needed.	HT SENDco	Devolved capital Buildings and maintenance budget	SEND governor through review of provision for children with disabilities	Provision is made to ensure that children with disabilities are able to access all aspects of learning and recreation, and participate fully in school life.
Plan all recreation areas to ensure they are appropriate for learners with Physical/Mental Disability. Work in partnership with appropriate children and families.	HT Site Manager	ongoing	LGB SENDco	Learners with PD access recreation areas and are happy to do so.
Continue to ensure all fire escape routes are suitable for all. Audit current fire procedures. Refresher training for fire wardens. Monitor corridors areas to ensure they are clear and tidy.	All staff	ongoing	Health and Safety Lead	To ensure fire escapes are suitable for all.
Ensure appropriate specialist furniture is available to support children with disabilities. Review EHCP plans and reports from professionals to check what is needed.	HT SENDco Class Teacher	SEND budget	Annually reviewed	Children with disabilities are well supported.
To ensure blinds in all classrooms to assist children with visual disturbance/ visually impaired children	Caretaker	SEND budget	Annually	To ensure children can access the curriculum
Strand 3: Access to written information/improving the delivery of information				
Ensure all information is displayed on the school website	HT Computing Lead	Reviewed annually and updates as necessary	Trust audit	Parents will have the correct information

Newsletters will be used to disseminate new information for all parents	HT	Monthly if required	Parents	Parents to be kept informed
Have systems in place to ensure different versions of information are available	Trust admin/HT/ Office admin	As required	Admin team	Accessibility for all

Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the governing body and the headteacher.

Links with other policies

This accessibility plan is linked to the following policies and documents:

Risk assessment policy

Health and safety policy

Equality information and objectives (public sector equality duty) statement for publication

Special educational needs (SEN) information report and local offer

SEND policy

Educational Visits policy Behaviour policy

Supporting pupils with medical conditions