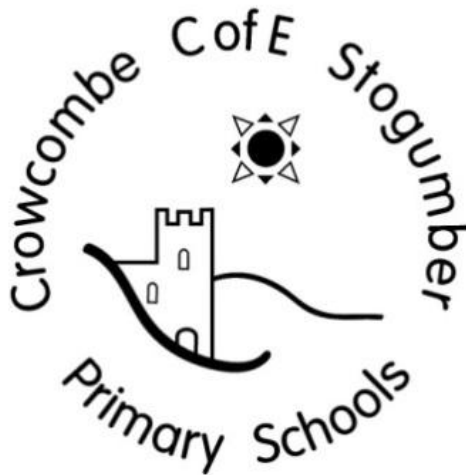




Accessibility Plan 2026 -2029

'Trust in the LORD and do good; dwell in the land and enjoy safe pasture'
(Psalm 37:3)

Reviewed and updated	March 2026
Date ratified by the Governing Body	March 2026
Review Cycle	Governors will review the progress against this plan on an annual basis
Full Review Date	March 2029

Vision

At Crowcombe and Stogumber C of E Primary Schools our school vision 'Together, let us love, encourage, achieve and flourish' reflects our commitment to being schools which are inclusive and where there are high expectations for everyone.

Crowcombe and Stogumber C of E Primary Schools are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

What does Inclusion mean to us?

At our schools, **inclusion** means that every child is valued, supported, and given the opportunity to succeed. We are committed to creating an environment where **all children** can learn, grow, and take part fully in school life.

Our vision, "*Together let us love, encourage, achieve and flourish,*" is at the heart of our inclusive ethos.

- **Love** – We show care, respect, and compassion for one another, celebrating each child's individuality and worth.
- **Encourage** – We nurture confidence, resilience, and a belief that every child can make progress and reach their goals.
- **Achieve** – We remove barriers to learning and provide high-quality teaching and tailored support so that every pupil can achieve their best.
- **Flourish** – We create opportunities for all children to thrive academically, socially, and emotionally within a safe and nurturing community.

Inclusion at our school means working **together** – with pupils, families, staff, and external professionals – to ensure that every child feels they belong and can flourish as part of our learning community

Aims

The purpose of this plan is to show how Crowcombe and Stogumber C of E Primary Schools intend, over time, to increase the accessibility of our school for disabled pupils, parents and carers, staff and visitors to the school. This plan should be read in conjunction with our schools' other policies and procedures. The plan will be made available online on the school website, and paper copies are available upon request.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He / she/they has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Our accessibility plan is designed to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take advantage of education and school facilities and services
- Improve the availability of accessible information to disabled pupils

School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period of 3 years.

Audit

In order to develop this plan the Headteacher, SENDCO, School Business Manager, Caretaker and relevant governors have completed a physical, learning and information audit and action plan. This information is used to identifying long term, medium term and short term actions to improve the access for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

We recognise and value parent/carers knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent /carers and child's right to confidentiality.

Where applicable for individual pupils we are aware that we may need to seek external specialist support.

Objectives:

This Accessibility Plan contains relevant and timely actions to work towards the following objectives:

Strand 1

Further ensure access for disabled pupils to the curriculum

Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.

Strand 2

Improving access to the physical environment

Improve and maintain 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 within a reasonable timeframe.

Strand 3

Improving the delivery of written information to disabled pupils

Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.



Crowcombe and Stogumber C of E Primary Schools

ACCESSIBILITY AUDIT

Date completed: March 2026

Physical Access Audit and Plan for Crowcombe					
Item	Issue	Yes	No	N/A	Additional Comment / Action
1	Is appropriate furniture and equipment provided to meet the needs of individual students? Is furniture and equipment selected, adjusted and located appropriately?	X			Furniture has been reduced. Furniture is appropriate to age of children in each class. Furniture will be sourced within 'reasonable adjustments' if required for pupil's needs.
2	Do you have emergency and evacuation procedures to alert all students?	x			PEPs in place as required and training provided when necessary on an individual basis.
3	Do furniture layouts allow easy movement for students with disabilities?	X			All furniture is movable and can be sited to support individual needs
4	Are quiet rooms/calming rooms available to children who need this facility?	X			The Hub and The Library are available for pupils if required as well as access to quiet outdoor spaces.
5	Are car parking spaces reserved for disabled people near the main entrance?	X			No parking at school site but disable parking available in the village car park and there is parking for one vehicle at the site entrance to the school site which is available when required.
6	Are there any barriers to easy movement around the site and to the main entrance?	Some			Steps to external areas from classrooms. Main door is step free and can be used to access rear of building by going around the outside of the building. There is improved wheelchair access to lower play area and playing field due to a new ramped access being installed. There are steps to direct access from the classrooms to the outdoor area but new doors have recently been fitted which provide easy push access via a central bar and rails have been added to the steps. This does not allow for easy wheelchair access but has improved access.
7	Are steps needed for access to the main entrance?		X		The main entrance is the only wheelchair accessible entrance to the school site.
8	Do all steps have contrasting edging?	Some			The steps leading from classroom and entrance doors are contrasting but the yellow is faded and needs repainting. There is not contrasting edging to the wooden steps to the lower playground. ACTION: Re-paint yellow contrasting edging and ensure identified steps have contrasting edging to improve visibility
9	If there are steps, is a ramp provided to access the main entrance?		X		Step free access to main entrance. Due to gradient of other steps it is not possible to put a ramp in place.
10	Is there a continuous handrail on each ramp and stair flight and landing?	X			This is available at the yellow door step / staff room steps and has recently been added to the stepped entrance to both classrooms.

11	Is it possible for a wheelchair user to get through the principal door unaided?	X			May need assistance to reach the buzzer
12	If no, is an alternative wheelchair accessible entrance provided?		X		The main entrance is the only wheelchair accessible route in and out of the building.
13	Is there a lobby at the principal entrance, if so, is it possible for a wheelchair user to negotiate the doors?	X			Straight access from door to next door and then into main hall
14	Do all internal doors allow a wheelchair user to get through unaided?	X			If able to open manual doors, then yes. If not then automatic doors would be required Consideration needs to be made to where children's pegs are to ensure they do not block access. ACTION: staff and children to be mindful of corridor areas and ensure they are clear and that coats/bags etc are tidy and not impacting on access.
15	Do all the corridors have a clear, unobstructed width of 1.2m?	X			Staff and pupils to be mindful of coat pegs area and possible obstruction of access routes. ACTION: staff and children to be mindful of corridor areas and ensure they are clear and that coats/bags etc are tidy and not impacting on access.
16	Does each building have a wheelchair accessible toilet?	X			Accessible toilet in main hall area beside other toilets
17	Does the relevant block have accessible changing rooms?		X		No changing room available. Possibility of using accessible toilet if required
18	If a floor is on more than one level, do the internal steps/stairs have contrast colour edgings?			X	
19	Does the building have a lift that can be used by wheelchair user to allow access to different levels?			X	
20	Is there a continuous handrail on each internal stair flight?			X	
21	Do you have any other sort of mechanical means provided to move between floors? If yes, please state what type.			X	
22	Is it possible for a wheelchair user to use all the fire exits from the areas to which they have access?		X		Individual Fire Access Plan would be completed depending upon the needs of individuals. This would state safe place and designated egress points.
23	Could any of the décor be confusing or disorientating for students with disabilities?		X		
24	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)		X		Any hearing impaired children and adults are accompanied and would be visually notified.
25	Is a hearing induction loop available (either fixed or portable) in the school?		X		Would require specific risk assessment and consideration for the future.

26	Is there accessible transport for journeys between the schools and local area	x			The new school minibus has full accessibility with ramp access from the rear of the vehicle and space for a wheelchair if required.
----	---	---	--	--	---

Physical Access Audit and Plan for Stogumber					
Item	Issue	Yes	No	N/A	Additional Comment / Action
1	Is appropriate furniture and equipment provided to meet the needs of individual students? Is furniture and equipment selected, adjusted and located appropriately?	x			Furniture has been reduced. Furniture is appropriate to age of children in each class. Furniture will be sourced within 'reasonable adjustments' if required for pupil's needs. ACTION: Staff need to be mindful of equipment and resources not blocking access routes during child-initiated learning
2	Do you have emergency and evacuation procedures to alert all students?	x			PEPs in place as required and training provided when necessary on an individual basis.
3	Do furniture layouts allow easy movement for students with disabilities?	x			All furniture is movable and can be sited to support individual needs
4	Are quiet rooms/calming rooms available to children who need this facility?	x			The Rainbow Room is available for pupils if required as well as access to quiet outdoor spaces.
5	Are car parking spaces reserved for disabled people near the main entrance?	X			There is no dedicated spaces but there is an agreement with village hall to use the car park at the front of the school when required
6	Are there any barriers to easy movement around the site and to the main entrance?	x			There is a step at the main entrance and the doorway is too narrow for wheelchair access. The only other exit is via 8 steep steps. There is no easy wheelchair access to lower play area or playing field. This has been explored by the Diocese and would be very difficult to address. ACTION: continue to explore options to improve access
7	Are steps needed for access to the main entrance?	x			There is a step at the main entrance and the doorway is too narrow for wheelchair access. The doorway would need to be widened and a ramp installed for wheelchair access to be possible. ACTION: continue to explore options to improve access
8	Do all steps have contrasting edging?		x		The step to the entrance and the steps at the rear access both have contrasting edging. There is not contrasting edging to the step from the rear exit door, the stone slab down from this or the wooden steps to the lower playground. ACTION: ensure identified steps have contrasting edging to improve visibility
9	If there are steps, is a ramp provided to access the main entrance?		x		Due to gradient of steps it is not possible to put a ramp in place and a permanent ramp would need to be considered. The 8 internal steps to the lower office is too steep to provide a ramp and the only possible disabled access would be via a stairlift / lift.

					ACTION: continue to explore options to improve access.
10	Is there a continuous handrail on each ramp and stair flight and landing?		x		There is a handrail on both sides of the internal steps to the downstairs room but these are quite high for young children and it would be of benefit to put additional lower rails in place. There is also no rail down the outside wooden steps. ACTION: improving handrail provision as identified.
11	Is it possible for a wheelchair user to get through the principal door unaided?		x		There is a step at the main entrance and the doorway is too narrow for wheelchair access. The doorway would need to be widened and a ramp installed for wheelchair access to be possible. ACTION: continue to explore options to improve access
12	If no, is an alternative wheelchair accessible entrance provided?		x		There is a step at the main entrance and the doorway is too narrow for wheelchair access. The doorway would need to be widened and a ramp installed for wheelchair access to be possible. ACTION: continue to explore options to improve access
13	Is there a lobby at the principal entrance, if so, is it possible for a wheelchair user to negotiate the doors?	x			Once the wheelchair user could get into the building they could access the main classrooms but not the lower office room
14	Do all internal doors allow a wheelchair user to get through unaided?		X		Once the wheelchair user could get into the building they could access the main classrooms but not the lower office room
15	Do all the corridors have a clear, unobstructed width of 1.2m?			x	
16	Does each building have a wheelchair accessible toilet?	x			There is an accessible toilet.
17	Does the relevant block have accessible changing rooms?	x			There is a rise-and-fall changing table to support pupils with personal care needs
18	If a floor is on more than one level, do the internal steps/stairs have contrast colour edgings?	x			
19	Does the building have a lift that can be used by wheelchair user to allow access to different levels?		x		
20	Is there a continuous handrail on each internal stair flight?	x			There is a handrail on both sides of the internal steps to the downstairs room but these are quite high for young children and it would be of benefit to put additional lower rails in place. ACTION: improving handrail provision as identified.
21	Do you have any other sort of mechanical means provided to move between floors? If yes, please state what type.		X		
22	Is it possible for a wheelchair user to use all the fire exits from the areas to which they have access?		x		There is a step at the main entrance and the doorway is too narrow for wheelchair access. The doorway would need to be widened and a ramp

					installed for wheelchair access to be possible. A PEP would be put in place as required for individuals.
23	Could any of the décor be confusing or disorientating for students with disabilities?		X		
24	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)		X		Any hearing impaired children and adults are accompanied and would be visually notified.
25	Is a hearing induction loop available (either fixed or portable) in the school?		X		Would require specific risk assessment and consideration for the future.
26	Is there accessible transport for journeys between the schools and local area	x			The new school minibus has full accessibility with ramp access from the rear of the vehicle and space for a wheelchair if required.

Learning Access Audit and Plan					
Item	Issue	Yes	No	N/A	Action
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	X			Ensure refresher training for all staff as required
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	X			Specific training given depending upon the needs of individuals. Continuous cycle of CPD in place. ACTION: Ongoing cycle CPD for all staff in regards to inclusion and identifying and removing barriers to learning and/or access.
3	Do all staff seek to remove all barriers to learning and participation?	X			Inclusion is at the heart of our practice and we have refined our approach and practises in regards to inclusion and with collaborative half term meetings following an APDR approach and developing individual learning profiles. There is a cycle of CPD to develop staff expertise using The Great Teacher Toolkit and specific training has taken place with an Educational Psychologist regarding ADHD and Autism. ACTION: Ongoing cycle CPD for all staff in regards to inclusion and identifying and removing barriers to learning and/or access.
4	Is teaching appropriately adapted to meet individual needs so that children and young people make good progress?	X			Lessons are tailored to the needs of the individual and recorded within our graduated response paperwork
5	Are all children and young people encouraged to take part in music, drama and physical activities?	X			All children take part in these activities and any barriers to their engagement are planned for alongside parent carers
6	Do staff provide alternative ways of giving access to experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example, some forms of exercise in physical education?	X			This is part of our whole school provision and recorded within our Inclusion Assess, Plan, Do, Review paperwork. All students participate in PE lessons in some active form and are offered alternative more suitable ways of keeping active and healthy based on individual need.

7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	X			Lessons are tailored to the needs of the individual and recorded within our graduated response paperwork
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?	X			Lessons are tailored to the needs of the individual and recorded within our graduated response paperwork
9	Do you provide access to appropriate technology for those with disabilities?	X			Specific assessments to be carried out based on individual needs. The school have brought Clicker to support with alternative recording for identified pupils and pupils in KS2 have individual chrome books with access to Talk to Text and Text to Speech is available. We have purchased widget which we use to support communication in early years & KS1. ACTION: Embedded use of widget as a communication tool throughout the school.

Information Access Audit and Plan					
Item	Issue	Yes	No	N/A	Action
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?	X			We use Widget to support communication. Where required specific assessments are based on individual need. It would be beneficial to further embed use of widget and explore signage around the school and consider the use of visual aids and symbols to support printed information further. ACTION: Embedded use of widget as a communication tool throughout the school including exploring use for signage around the schools.
2	Do you have the facilities such as ICT to produce written information in different formats?	X			The school have brought Clicker to support with alternative recording for identified pupils and pupils in KS2 have individual chrome books with access to Talk to Text and Text to Speech is available. We have purchased widget which we use to support communication in early years & KS1. ACTION: Embedded use of widget as a communication tool throughout the school including exploring use for signage around the schools.
3	Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities?	X			We use a range of IT to support considering individuals' needs. Our new website which was launched in December 2025 has improved accessibility which can be seen in our school website

					accessibility statement. This includes text readability and screen reader for most aspects of the website. ACTION: develop knowledge around website accessibility including exploring use of photos with text to enable screen reader to support as required.
--	--	--	--	--	--