

Special Educational Needs and Disability (SEND) Policy (Part 3) – Accessibility Plan

Document Title	Special Educational Needs and Disability (SEND) Policy (Part 3) – Accessibility Plan	
Version Number	009	
Status	Pending ratification	
Publication Date	September 2025	
Policy Owner/Author	Headteacher	
Review Date	September 2028	
Approved/Ratified by	LAB	Date: 01-10-2025

DRAFT

DOCUMENT CONTROL – RECORD OF CHANGES

Version Number:	Publication Date:	Nature of, and Reason for, Change(s)
001	March 2012	Original
002	January 2013	Front Cover ONLY updated to take account of revised Statutory Policy Guidance issued by the DfE
003	February 2014	Reformatted only
004	February 2015	Reformatted only
005	May 2017	Reformatted only
006	September 2018	Very minor updates AND 'Date Complete' added to all Action Plans (Appendices)
007	October 2019	Reviewed – links checked
008	September 2023	Reviewed with minor restructuring and updated to include information relating to the Public Sector Equality Duty
009	September 2025	Updated

1. Introduction

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in several ways. The overriding principle of equalities legislation is generally one of equal treatment. However, the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

- The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition.
- Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
- Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
- From September 2012 schools and local authorities are under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEND.

As in previous legislation a school must not discriminate against a pupil because of something that is a consequence of their disability.

It is unlawful for a school to treat a disabled pupil unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but a school could justify indirect discrimination against a disabled pupil, and discrimination arising from a disability, if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

2. Definition of disability

Under the Equality Act 2010: a person has a disability if:

- They have a physical or mental impairment,
- The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'Substantial' means more than minor or trivial.
- 'Long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions).
- 'Normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition, there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a pupil is disabled, but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

3. Reasonable adjustments

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 that the pupil faces in comparison to their 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.

The Act does not set out what would be a reasonable adjustment or a list of factors to consider in determining what is reasonable, however, the Equality and Human Rights Commission (EHRC) provides further guidance in its publication [EHRC Reasonable adjustments for disabled pupils](#). 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 are required 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.

Under the Equality Act we do not have a duty to make alterations to the physical environment though we should be planning to do so as part of our accessibility planning.

4. Public sector equality duty (PSED)

The Public Sector Equality Duty (PSED) (section 149 of the Equality Act) came into force on 5 April 2011. The Equality Duty applies to public bodies (including schools) and others carrying out public functions. It supports good decision-making by ensuring public bodies consider how different people will be affected by their activities, helping them to deliver policies and services which are efficient and effective; accessible to all; and which meet different people's needs.

The PSED is supported by specific duties, set out in regulations which came into force on 10 September 2011. The specific duties require public bodies to:

- publish relevant, proportionate information demonstrating their compliance with the Equality Duty at least annually; and
- set and publish measurable equality objectives, at least every four years.

All information must be published in a way which makes it easy for people to access it and the published information must show that the public body had due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act;

- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

These are generally described as the three aims of the Equality Duty. Our accessibility plan has been developed to help us to effectively meet our obligations under the PSED and ensure that users of our service who have a disability are not disadvantaged when accessing our curriculum, physical environment or the information which we provide.

5. Aims of the Accessibility Plan

We strive to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

We have a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:

- Increase the extent to which disabled pupils can participate in the different areas of the national curriculum.
- Increase access to extra-curricular activities and the wider school curriculum.
- Improve the physical environment of schools/settings to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- Improve the availability of accessible information to disabled pupils.

This Accessibility Plan will, therefore, **begin the process of addressing the needs of disabled people** through specific targets. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The Action Plan for physical accessibility relates, in part, to the Asset Management Plan (access section) of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plan will be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

6. Key objectives

The key objectives of our Accessibility Plan are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.
- We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- We are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and we

endorse the key principles in the National Curriculum Framework ([Click here to access](#)) which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges.
- Responding to a pupil's diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

7. Contextual information

Castle Carrock Primary School is a small village-school located in the rural parish Castle Carrock in Cumbria (near Brampton, CA8 9LU) — serving children from ages 3 to 11, including nursery. The school draws pupils from Castle Carrock and surrounding villages such as Talkin, Cumrew and Croglin, many of whom travel to school by bus given the dispersed rural setting.

The school has around 42 pupils on roll (including nursery), making it significantly smaller than the average primary school. Castle Carrock is an academy — part of Cumbria Education Trust (having joined in 2022) — and operates under mixed-age class teaching, reflecting its small scale.

Although the pupil population is small, the school prides itself on inclusivity and a broad, balanced, knowledge-led curriculum designed to meet the needs of all children in its setting.

The vast majority of pupils are White British, with a small minority from other/mixed backgrounds; there is little linguistic or ethnic diversity.

The school building and setting underwent substantial refurbishment in the summer of 2022 when it joined the Trust — walls, windows, doors were repaired, the building was repainted and carpeted, and IT systems upgraded — giving pupils a refreshed, more inspiring learning environment.

The school emphasises not just academic learning but also personal development, responsibility, resilience, and community values — aiming to foster confident, caring citizens.

In terms of its community engagement and links, Castle Carrock Primary is part of Cumbria Education Trust, which allows connections to other schools and services: for example, as a feeder for William Howard School in Brampton, Castle Carrock can benefit from access to specialist teaching support (e.g. for PE or modern languages) and smoother transition pathways to secondary education.

The school curriculum draws on its locality — using the surrounding countryside and the nearby city of Carlisle for educational visits and community-linked learning, enriching pupils' experience of culture, history and environment.

Castle Carrock Primary School offers a close-knit, rural primary education setting, with small class sizes and a strong sense of community. Its recent refurbishment, strong leadership under Cumbria Education Trust, broad and inclusive curriculum, and supportive pathways to secondary education make it a stable and nurturing option for families in the Castle Carrock area.

8. Development of the plan

8.1 Vision and values

Our School:

- *Has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life.*
- *Is committed to identifying and then removing barriers to disabled students in all aspects of school life.*
- *Values the individual and the contribution they make to all aspects of school life.*
- *Will strive to ensure that its disabled pupils have access to all areas of the curriculum and teaching resources so as to develop fully in their education.*
- *Acknowledges a commitment to embrace the key requirements set out in the National Curriculum Inclusion Statement.*
- *Will continue to focus on removing barriers in every area of the life of the school.*
- *Is committed to embracing equal opportunities for all members of the school community.*

8.2 Information from pupil data and school audit:

The school keeps an up to date medical, disability and code of practice register which identifies the needs of the current cohort. Our transition programmes consider and plan for the ever-changing needs of our diverse student population as well as the needs of its wider community.

In order to ensure that our data is up to date and accurate we will:

- liaise with the Local Authority so as to identify and therefore plan a response to pupils with a disability well before they arrive;
- continue to strive to improve the information dissemination from our support team;
- continue to implement a system that allows parents to inform us if they themselves have a disability;
- identify early on in their school career any obstacles to the effective learning of disabled pupils;
- use all available data to inform the planning of individual student learning patterns;
- use information supplied via previous LA Asset Management/Accessibility Audits to assist us to develop an action plan to reduce obstacles for the school community;
- Co-operate with external agencies and professionals to investigate suitable and reasonable adjustments.

The school has identified that we have, as at the start of the academic year 2025/2026, 3 students regarded as having a disability within the meaning of the Equality Act. These can be grouped as: ADHD 1, Autistic 2. Our annual development plan considers the needs of our diverse student population as well as the needs of its wider community.

- Currently, no students with a disability currently in feeder nursery/primary schools who may wish to come here have been identified through dialogue with the Local Authority agencies tasked with supporting those students in its area with disabilities.

8.3 Views of those consulted during the development of the plan

Castle Carrock will:

- ensure the development of the plan involves coordination with the Local Authority in line with the LA Accessibility Strategy and ensure that we provide the best choices for students wanting to enrol here;
- consult the full governing body/SEND governor/relevant sub-committee;
- consult staff including specifically SENCo, heads of year/department, safety committee;
- set up a structure to allow the views of students, both able and disabled to be considered;
- survey parents/carers to ascertain their views on our provision for disabled students and any developments they feel would be of use to the students and also offer parents alternative ways of answering the survey;
- involve outside agencies who already exist to assist disabled students in their education and future careers;
- ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders.

9. Scope of the plan

9.1 Increasing the extent to which disabled pupils can participate in the school curriculum

- To investigate how the access to those areas of the curriculum that are normally difficult for disabled students to access can be improved;
- To further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled students;
- To investigate alternative provision/routes and collaboration that will assist disabled students to learn including liaison with the LA Special Educational Needs and Disabilities (SEND) Statementing and Provision Team.

We plan to increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or off-site visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum. The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

9.2 Improving the school's physical environment to increase the extent to which disabled pupils can take advantage of education and associated services

- In consultation with the LA (where necessary and appropriate) investigate various improvements to the site.
- Improve accessibility points to different curriculum areas.
- Investigate ways of making the site more accessible to both disabled parents and adult users.

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. This is required regardless of whether the school has pupils or visitors with disabilities and is preparation for a situation when they do.

The school's Risk register takes into consideration any plans for school refurbishment and extension and in doing so considers DDA compliance.

In some cases, where an individual requires substantial changes or additional equipment, an individual assessment of need is the most efficient way of resourcing specialist equipment and seating, including ICT equipment.

The SENCo holds regular reviews with relevant personnel to ensure that individual needs are met where possible through the SEND provision and allocated resource, using the SEND framework where needed.

9.3 Improving delivery of information that is provided in writing for disabled pupils

We will strive to:

- produce all school literature at the correct font size to help visually impaired students;
- investigate alternative ways of providing access to information, software and activities;
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

The school plans to improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples include handouts, timetables, textbooks and information about the school and school events. The information will be made available in various preferred formats within a reasonable time frame. The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

The school plans to improve the delivery of written information to pupils, staff, parents, and visitors with disabilities. The information should be made available in various preferred formats within a reasonable time frame.

We will do this by:

- Producing all school literature at the correct font size to help visually impaired pupils;
- Investigate alternative ways of providing access to information, software, and activities;
- Investigate ways of communicating effectively with disabled parents/carers and other disabled adult users of the site;
- Work in proactive ways to communicate effectively with pupils, parents, and the wider school community whose first language is not English.

9.4 Financial planning and control

The Head teacher, together with the Finance Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process. The objective is that over time School Accessibility Plan actions will be integrated into the School Development Plan.

We will finance the plan by identifying costs and incorporating them into current and future budget commitments.

10. Implementation

10.1 Management, coordination and implementation

The Leadership Team will commit to undertake a disability audit using a cross-section of staff, pupils, parent/carers, and stakeholders every three years. As appropriate, and where accessible, external bodies and advisors will be engaged to support this process.

The Accessibility Action Plan will be formulated, approved, implemented, and disseminated across the organisation.

This will be formally monitored on an annual basis and reported to the Local Advisory Board. Changes may be required during the academic year in response to the changing profile of the school community.

The school's Accessibility Action Plan will be made available to all by:

Being available on the school website, open to all visitors to the site;

Referring to the availability of the plan in any relevant documentation that we use to communicate with stakeholders, e.g., newsletter;

Referring to this document at school events as appropriate.

We will ensure that the plan is available in different formats where requested

10.2 Monitoring

We recognise that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

Accessing the school's plan

If and when needed, we will investigate symbol software to support learners with reading difficulties.

- If and when needed, we will Raise awareness of font size, **colour palettes** and page layouts will support pupils with visual impairments.
- If and when needed, we will Audit the school library to ensure the availability of large font and easy read texts will improve access.

We will ensure that the plan is available in different formats where requested.

The school will achieve successful implementation of the accessibility plan with continued support in the areas of:

- providing training and awareness opportunities to staff, Governors and parents/carers on issues regarding equality and inclusion;
- providing targeted training for particular groups of pupils/staff;
- promoting collaboration through the provision of information and the sharing of good practice;
- encouraging liaison between other local schools/settings including special schools;
- seeking support/advice from outside the school, from services, other agencies and organisations;
- ensuring that the school is aware of all support services that provide advice to schools/settings and staff.

11. Related policies

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

Single Equality Scheme/Objectives

- Health & Safety Policy
- Special Educational Needs and Disabilities Policy, Local Offer Response & Information Report
- Off-Site Visits Procedures
- Whole School Behaviour Policy & procedures

Castle Carrock SCHOOL					
ACCESSIBILITY PLAN 2025 – 2028					
IMPROVING ACCESS TO THE CURRICULUM					
Target	Strategy	Outcome	Timeframe	Achievement	Date Completed
All teachers and support assistants have the necessary training to teach and support pupils with a range of disabilities.	<p>CPD programme to respond to current cohort. SEND INSETS tailored to identified groups.</p> <p>Specialist equipment and seating used as identified and available.</p> <p>Additional resources are sought through the SEND framework.</p> <p>Review of TA deployment.</p>	<p>Support and teaching staff have a better understanding of the pupils' SEN which better informs planning, assessment, and progress tracking.</p> <p>Future SEN cohort are identified through assessment as early as possible so that INSET needs can be addressed.</p>	Ongoing	Children with disabilities are successfully included in all aspects of school life.	
Lessons to provide opportunities for all Pupils to achieve.	<p>Adaptive and personalised learning INSET.</p> <p>Personalised intervention timetable.</p> <p>Adapted home-work tasks set.</p> <p>Curriculum area support.</p>	Teaching and support staff adapt tasks and personalise learning to meet the needs of the current cohort identified through assessment.	Ongoing	Increase in access to the National Curriculum	
All out-of-school and extra-curricular activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school and extra-curricular provision to ensure compliance with legislation	All out-of-school and extra-curricular activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing	Increase in access to all school activities for all disabled pupils	

Castle Carrock SCHOOL						
ACCESSIBILITY PLAN 2025 – 2028						
IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT						
	Item	Activity	Timescale	Cost £	Responsibility	Date Complete
	Provide quiet area / sensory space for neurodivergent pupils and those with mental health issues such as anxiety disorders.	Secure funding for Safe Space. Seek advice from SEN service to assist with design of space and provision of appropriate equipment.	2025-2026	2,500	Headteacher	
	Make provision so that the staff toilet is separate to the changing area and accessibility toilet for pupils.	Seek advise from Director of Learning with designated space and provision of appropriate equipment.	2025-2028	To be explored	Headteacher	

Castle Carrock SCHOOL					
ACCESSIBILITY PLAN 2025 – 2028					
IMPROVING ACCESS TO WRITTEN INFORMATION					
Target	Strategy	Outcome	Timeframe	Achievement	Date Complete
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Ongoing	Delivery of school information to parents and the local community improved	
The school moves towards an electronic method of reporting to parents.	Electronic reporting methods are explored.	The school has explored electronic reporting methods and is knowledgeable about best practice.	Ongoing	The school is able to move forward with electronic reporting to parents.	
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Ongoing	Delivery of information to disabled pupils improved	

Appendix B(i)

