



Date Adopted: Spring 2026
Date to be reviewed: Spring 2027

Quadring Cowley and Brown's Primary School

Accessibility Plan

At Quadring Cowley & Brown's Primary School we strive 'to nurture and inspire all children to be well-rounded, confident and resilient individuals who love learning and are ready for life beyond school.'

Article 3- The best interests of the child must be top priority in all actions regarding children.

Article 36- Children must be protected from things that could harm them

At Quadring Primary School we pride ourselves in being inclusive of all children regardless of their differences and individual needs. We aim to ensure that all children have fair and equal access to the high quality teaching and learning that we offer. Our vision and values encourage all to be inclusive of one another and support the development of each and every individual child.

Introduction

This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities (SEND) Code of Practice 2014: 0-25 years.

The Equality Act 2010

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory- it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Public bodies, including maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and when carrying out their functions must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. They must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty.
- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions.

The Headteacher and Governing Board will undertake a regular Accessibility Audit.

The audit will cover the following three areas:

- Access to the curriculum - to assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- Access to the physical environment - assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- Access to information - assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the Governing Board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities - this includes pupils who use a wheelchair or mobility aid
- Dexterity disabilities - this includes those whose everyday manual handling of objects and fixtures may be impaired
- Visual disabilities - this includes those with visual impairments and sensitivities
- Auditory disabilities - this includes those with hearing impairments and sensitivities
- Comprehension - this includes hidden disabilities, such as autism and dyslexia

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The findings from the audit will be used to identify actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

This accessibility plan sets out the proposals of Quadring Cowley and Brown's Primary School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

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All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services. Most providers must also make reasonable adjustments by making physical alterations. Schools and Local Authority education functions are not covered by this last duty but they must publish accessibility plans 'setting out how they plan to increase access for disabled pupils to the curriculum, the physical environment and to information.' (SEND Code of Practice 2014)

'Where a child or young person is covered by SEN and disability legislation, reasonable adjustments and access arrangements should be considered as part of SEN planning and review.' (SEND code of Practice 2014).

The Accessibility Action Plan

The action plan below identifies key areas of strengths and activities that will take place to ensure that the school becomes increasingly accessible for pupils with disabilities.

Current Position

The ground floor is accessible for those with physical difficulties

There is one toilet for disabled users

Staff support pupils using a range of intervention and therapy programmes

The school is well equipped with a range of learning aids and specific equipment.

The Designated Safeguarding Lead supports a range of vulnerable pupils and their families.

Regular training is provided for SEND, diabetes, anaphylaxis, managing medical needs and both Pediatric First Aid and General First Aid.

Identifying Barriers to Access and Actions to overcome these barriers.

Section 1: Is the school delivering a curriculum that is accessible by all?

Question	Yes	No	Notes/Next Steps
Do you ensure that teachers and teaching assistants have the necessary training to teach and support children with additional needs and disabilities?	✓		<p>A comprehensive range of training and support is accessed by all staff from both inhouse training delivered by highly trained staff in school and also through external agency training such as St Francis and Autism Outreach. Specific medical and physiotherapy training has also been received by some staff to support individual children.</p> <p>Actions: Staff will continue to access relevant training and support as refreshers and also as a need arises.</p>
Are your classrooms optimally organised for pupils with additional needs and disabilities?	✓		<p>Reasonable adjustments are made to classrooms and areas around school to ensure that any child with a disability is able to freely access those areas. Where specific adjustments are needed an adult will always supervise and support where required.</p> <p>The school is on one level and all classrooms are accessible through flat floors and there is a sloping ramp leading from KS1 to EYFS for any wheelchair access. All outdoor areas are accessible via classrooms. Where required St Francis and Occupational Therapists have assessed the classroom environments and made recommendations that have been implemented.</p> <p>Actions: An adult is required to support any child requiring to access the main office corridor as it has a single step.</p>
Do lessons provide opportunities for all pupils to achieve?	✓		All children are supported to access all lessons and where

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		required adaptations will be made to support individual children to be able to make progress from their own starting points. Expectations are clear for all and all children are expected to achieve and try their best.
Are lessons responsive to pupil diversity?	√	Disability Awareness and celebrating individual's achievements, and being inclusive of all is an inherent part of all teaching and learning. This is shared through PSHE lessons and as part of celebrations and assemblies. Lessons are adapted as required to cater for diversity of pupils.
Are all pupils encouraged to take part in music, drama and physical activities?	√	All pupils are expected to take part in all areas of teaching and learning and reasonable adjustments are made where required to ensure that all pupils can access these activities. All pupils are encouraged to take part in active after school clubs as well. Children with additional needs and disabilities are encouraged and supported to take part in sporting events and competitions such as Boston's Got Talent dance competition etc. Boston District and Sports Partnership also provide an annual disability sports day in school to raise awareness and inclusivity. All pupils are provided with equal access to and equal opportunities to take part in all of these areas.
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	√	All staff have knowledge and understanding of the needs of individual children with additional needs and/or disabilities. Personal Support Plans are in place that highlight key areas of how to support a child including if they require additional time or specific

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			equipment of interventions and strategies. These are accessible by any staff who have contact with the child and are reviewed regularly. Adaptations are made in these circumstances so that pupils can achieve success in their learning.
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, e.g some form of exercise in physical education.	✓		All efforts will be made to support children to take part in the same activities and experience the same skills. Where pupils are unable to access particular activities reasonable adjustments and adaptations will be made to ensure that the child is able to take part in the activity at a level that is appropriate to them and also that is still inclusive of the child.
Do you provide access to computer technology appropriate for pupils with disabilities?	✓	✓	There is no specific equipment in school for this however we have accessed a computer, loaned by St Francis, with appropriate software installed to support the needs of 2 of our pupils.
Are school visits made accessible to all pupils irrespective of attainment or impairment?	✓		School has provided 1:1 adult support on previous school visits including residential visits. All visits are risk assessed and adjustments made where required to ensure inclusiveness of all children.
Are there high expectations of pupils?	✓		All staff have the same high expectations for all children regardless of additional needs. This includes both in learning and also in behaviour and attitudes to learning. Where necessary strategies are adapted and implemented to enable an individual child to achieve success at a level appropriate to their understanding and need.
Do staff seek to remove all barriers to learning and participation?	✓		Staff do their best at all times to remove barriers to learning and participation. Barriers that we

			struggle to remove or make adaptations to are generally related to a child's emotional and behavioural needs. In these circumstances we will always have a change of adult to try to allow the child time to respond and be successful.
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Section 2: Is the school designed to meet the needs of all pupils?

Question	Yes	No	Notes/Next Steps
Does the size and layout of areas - including all academic, sporting, play, social facilities, classrooms, school hall, library, outdoor sporting facilities, playgrounds etc - allow access for all pupils?	✓		The school is on one level and is accessible from all areas. The only area is a single step to the main office corridor that would require a slope for any wheelchair user to access if required. Any children with disabilities who do not require a wheelchair are supported by an adult if required. All outdoor areas and playgrounds are easily accessible from all areas of the school.
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities, cleaning facilities?	✓	✓	Generally the school is easily accessible for wheelchair users to move around the school although some of the doorways are slightly narrower than others. The disabled toilets are accessed through the main office corridor and there is a single step leading from the main entrance area to this corridor that is not wheelchair friendly, and the only other access currently would be through the EYFS classroom which is not ideal, especially if the child is in KS2. Actions: To purchase a portable ramp to allow free access for any wheelchair user in school to access the disabled toilet.

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<p>Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?</p>	<p>✓</p>	<p>✓</p>	<p>Pathways are safe and easy to use however as the school playground is used as a parking area at the start and end of the school day this is something that has to be monitored carefully and regularly. There are 2 allocated parking spaces for disabled badge holders at the front of the school. These are clearly marked. Actions: To review signage around school to ensure it is clearly well signed for all and informative.</p>
<p>Are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disabilities, including alarms with both visual and auditory components?</p>	<p>✓</p>	<p>✓</p>	<p>The fire alarm does not have any visual alert. All other evacuations and emergency systems are in place and all staff are aware of any child who may require assistance during these times.</p>
<p>Are non-visual guides used to assist people to use the building?</p>		<p>✓</p>	<p>There is nothing deliberately tactile that would support a visually impaired child. Actions: To research any possible tactile guides/aids to support a disabled child if required in the future.</p>
<p>Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?</p>	<p>✓</p>	<p>✓</p>	<p>The school makes adaptations and reasonable adjustments for children with autism and epilepsy and this includes information displayed in classrooms, around school and on interactive whiteboards etc. Actions: The school décor and signage is not supportive of visually impaired children and this would have to be researched and adaptations made as required.</p>
<p>Are areas to which pupils should have access well lit?</p>	<p>✓</p>		<p>School has lots of natural light as well as lots of lighting and where there is less natural light there is always sufficient lighting to ensure that all areas of school are well lit.</p>
<p>Are steps made to reduce background noise for hearing impaired pupils such as</p>	<p>✓</p>		<p>Reasonable adjustments will always be made for any hearing impaired</p>

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<p>considering a room's acoustics, noisy equipment?</p>		<p>child and children in school who struggle with high levels of noise are provided with ear defenders and other children are supportive when they reduce the noise levels and speak quietly and with low level voices. The children and staff are very considerate of children with hearing difficulties' or those impacted by loud levels of noise. Children are also pre warned of any situation where noise levels may rise and they are provided with defenders or alternatively with being able to access a quieter space while the noise levels are higher.</p>
<p>Is furniture and equipment selected, adjusted and located appropriately?</p>	<p>✓</p>	<p>Any child who requires specific furniture or equipment is always supported and relevant agencies are consulted to assess need and also to provide relevant furniture and equipment.</p>

Section 3: How does your school deliver materials in other formats?

Question	Yes	No	Notes/Next Steps
<p>Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?</p>	<p>✓</p>	<p>✓</p>	<p>Large print and audio and other alternative means of information are always investigated and offered if requested. However information in Braille or symbols is not available and needs to be reviewed in light of this being required. If required the school would always do their best to provide what is needed. Actions: Need to research and consider different formats for key school information.</p>
<p>Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?</p>	<p>✓</p>	<p>✓</p>	<p>This is usually if it is requested and then it would be provided. Adjustments are made when required. E.g. a parent who is unable to read and write will always have their letters read and</p>

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		<p>explained to them in person and phone calls are made to check understanding and that messages and information have been received and understood. In meetings paperwork and information will be read aloud and also scribed if needed.</p> <p>Actions: To ensure that this is always thought about and the question asked of parents/carers prior to holding parent events etc</p>
Do you have the facilities such as ICT to produce written information in different formats?	✓	<p>Any child identified with specific disabilities that may hinder their progress through writing or oral communication will always be provided with a form of ICT to record information and work.</p> <p>Action: We don't have the facility for audio transcription on a computer and this needs to be researched as an alternative means of communication for those children who require this.</p>
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓	<p>As and when required staff are upskilled and trained to support any child where possible with additional needs and/or disabilities. This is an ongoing action.</p>

The Accessibility Plan should be read in conjunction with:

- The Local Authority Admissions Policy.
- The Equality and Diversity Policy.
- The Positive Behaviour Management Policy.
- The Special Educational Needs Policy.
- The SEN Information Report
- The Medical Needs Policy

All policies will be checked to ensure that they do not, unintentionally, treat pupils with disabilities less favourably.