

Cleveland Road Primary School Accessibility Action Plan 2026-29

As per the Equality Act 2010, an individual is defined as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities. Cleveland Road Primary School is committed to ensuring that those with physical and hidden disabilities have the same access to our school as everyone else. This Action Plan identifies the work we intend to do to help ensure this. It is reviewed on an annual basis.

Aim	What will the impact be?	Actions to be taken and resources needed	How will the action be monitored?	Who will be responsible?	Timeframe
Aim: To increase the extent to which students with a disability can participate in the school curriculum					
Continue to ensure the curriculum is fully accessible to all learners	Students with accessibility needs will be able to fully participate in the school curriculum.	Through revised frameworks, the school curriculum and progression documents continue to plan to ensure that the classroom experience: • Sets suitable challenge • Responds to pupils' needs • Enables pupils to overcome barriers	Whole school monitoring process of Teaching and Learning	ULT	Ongoing through 2029
Review school sport and club provision to ensure that these remain accessible to all students with a disability.	Students with disabilities will continue to play active role in clubs and have enhanced opportunities to represent the school in completion.	• Termly review of club allocations to ensure that children with EHCPs are activities engaged. • Ensure visit to school by a para-athlete to support in raising profile of disability sport. • PE leader to work with local school networks to establish specific SEN sporting completion for schools to be hosted at our school. • Review equipment – do we need to purchase any adapted equipment to support needs?	Statistical monitoring of data related to engagement of pupils with disabilities.	SENDCo ULT PE Leader	Ongoing through 2029
Health Care Plans and Risk Assessments are well used to support staff to respond to pupils with disabilities	Health Care Plans and Risk Assessment documents will be well used by staff and provide clear systems of support to ensure pupils' needs can be met.	• Ensure that, at point of entry to school, parents are supported to identify any disabilities related to their children and that school plays a lead role in responding to these. • School will play a lead role in engaging health professionals. • Plans and Risk Assessments will be accessible to all stakeholders and act as working documents.	Welfare officer and SENDCO will monitor through the associated review process.	Welfare Officer and SENDCO	Ongoing through 2029
To increase staff understanding of the impact different disabilities (including mental health) can have on learning.	Staff will continue to be confident in responding to well-known needs and will be able to confidently respond to needs which we	• Ongoing training regarding children's medical needs. • Deliver an ongoing program of INSET to teaching staff over a three-year cycle in relation to specific learning needs, given the	SENDCO will monitor the range of needs and ensure that these are addressed	SENDCO ULT	Ongoing through 2029

	have not experienced before within school.	changing profile of the school and how these can be supported within the school. • Ensure that when a child with accessibility needs, which may be less familiar to staff, joins the school all staff are trained to ensure they are aware of how they can support	through INSET.		
To continue to ensure systems are in place for children with mental health concerns to get the support they need	Students suffering from poor mental health will be able to access support at the time it is required.	• Mental Health First Aider and ELSAs are in place and staff aware. • Ongoing Mental Health awareness training for all teaching staff. • Mental Health awareness amongst pupil and parents enhanced through assemblies, school and home based projects and activities. • Systems of communicating mental health needs are well used in all classes (worry boxes, designated talking time). • Signpost to external agencies, where concerns persist.	ULT will monitor through referrals to designated Mental Health First Aider	ULT SENDCO Trained ELSAs	Ongoing
Aim: Improve the environment of the school to increase the extent to which disabled students can take advantage of all aspects of school life and the curriculum					
Review site in relation to visual and hearing Impairment needs	School site will be audited in relation to accessibility to those with visual impairments, allowing us to make the school more accessible.	• School site is audited in relation to accessibility for those with visual and hearing impairments. School draw on external guidance to support this audit. • Actions put into place to enhance accessibility for those with visual and hearing impairments.	SEND reviews Care Plan reviews	• ULT • SENDCO	Autumn 2023 (Initial Audit) Autumn 2025 (Action Plan)
To maintain and best utilise the multi-sensory area within the school, to ensure that this space is well used to support children with sensory needs.	The school's sensory room is well maintained and well used to support children with sensory needs.	• Ensure annual maintenance takes place. • Monitor usage to ensure space is well used. • Work with LSAs to identify what works well and share good practice. • Identify examples of good practice from other providers and share accordingly. • Train staff in effective usage.	SEND Team will review usage of space and its impact on pupils.	SEND team ULT	Summer 2027
Ensure that any new building work ensures accessibility	Any new building work that takes place on the school site, will be fully accessible	• Liaise with Local Authority around ongoing planned expansion or building works. • Ensure that, during planning stage, appropriate thought is given to all service users and their accessibility needs.	ULT will monitor as per engagement in this process.	ULT	Summer 2027
Aim: Improve the delivery of information to disabled students and their families					

Proactively encourage the attendance of parents with children with SEND at all parents' meetings and events and ensure communication occurs	Parents of pupils with accessibility needs will be fully engaged in all aspects of their children's experience within school.	• Liaise with parents using a variety of mediums in order to publicise meetings and events. • Engage directly with parents to ensure flexibility in scheduling in order to ensure attendance. Consider remote options. • Where parents have not attended parents evening events, arrange for teacher to have a telephone meeting or another suitable time.	Class teachers will monitor attendance of parent within their class	Class teachers ULT SENDCO	Spring 2026 and ongoing
Proactively support parents and carers with accessibility needs to attend parents' meetings and events	Accessibility needs will not be a barrier to ensuring parents and carers are able to attend parents' meetings and events	• Where possible, identify accessibility needs of parents or carers and ensure that the class teacher of the pupil is aware of these needs. • Liaison with parents to establish how they can be supported to access school events and individual plan to be put into place. This may include remote options.	Class teachers will work with link ULT person to share accessibility needs and establish how these can be overcome.	ULT SENDCO	Spring 2026 and ongoing
Enhance the school website to ensure greater accessibility	The school website is fully accessible to those with differing needs	• Review and evaluate the school website and how accessible this is to those with accessibility needs. • Liaise with the school website design company to understand how accessibility can be further enhanced. • Implement recommendations and share, so that service users are fully aware.	ULT, SENDCO and website development company will evaluate accessibility,	ULT SENDCO	Ongoing through 2026-2027.