

# William Cassidi Church of England Primary School

## Accessibility Policy Statement

*'Life in all Fullness'  
(John 10:10)*



As a school, we want to provide learners with the very best education. To let them experience life in all its fullness and living with all their heart. Our main core value of love underpins all that we do. Our school is Christ-centred and our core Christian values of love, respect, courage, service and resilience flow through every aspect of school life. It is on this bedrock that we provide an excellent education for our whole school family. We want our entire school community to be the very best that they can be and to recognise that they are precious, loved and valued.

## Introduction

William Cassidi Church of England Primary School is a community based school which is firmly committed to all aspects of inclusion. Our school has high ambitions for all pupils including those with disabilities. We aim to provide the correct environment for them to participate and achieve in every aspect of school life.

Our core Christian values of love, respect, service, resilience and courage underpin all our policy and procedure decision making. It is a requirement for all schools to have an accessibility plan under the Equality Act 2010. The purpose of the plan is to ensure accessibility for all, related to the protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

At William Cassidi Church of England 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. William Cassidi Church of England Primary School promotes the individuality of all our children, irrespective of ethnicity, faith, attainment, age, disability, gender or background. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We define equality in line with the

Equality Act 2010.

### 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.'

This policy should be read in conjunction with SEND policy, the Equality Act 2010 & all school policies that relate to equal opportunities.

This plan will be shared with all stakeholders through Governing Body meetings, publication on the school website and distribution in school to all staff and volunteers. It will be monitored by the Governing Body and the Senior Leadership team, including the SENDCo.

All staff will be provided with any necessary and appropriate training and school will take a pro-active approach towards this training. All new staff will be inducted into the expectations and requirements of the policy. We will work with other schools in Stockton and further afield to share good practice and ensure compliance. We will also work closely with Newcastle and Durham Diocese and Stockton Local Authority.

### Complaints

If anyone would like to make a complaint with regards to the school Accessibility Plan and policy then please follow the complaints procedure.

### Aims and Objectives

Our aims are to:

- Ensure access to the curriculum for pupils with a disability and

improve any areas where necessary

- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The below tables set out how the school will achieve these aims:

Aim	Current Good Practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by
Ensure access to the curriculum for pupils with a disability	Liaison with all specialist agencies to ensure all appropriate support is provided.	Long term	<p>Ensure that all staff are inducted and reminded regularly of best practice in multi-agencies and to take a proactive approach.</p> <p>Ensure all classrooms meet auditory and visual requirements.</p>	Head Teacher and SENDCO	Ongoing
Improve and maintain access to the physical environment	Access to all areas of the school are available	Short term	Check that classroom layout does not impede access	Head Teacher Caretaker SENDCO LA Health and Safety Lead	Ongoing
Improve the delivery of written information to pupils and families	All staff work with pupils and families to ensure information is accessible	Long term	Ensure all information can be shared in appropriate languages and formats to support families using office tools.	SENDCO	Ongoing

Feature	Description	Actions to be taken	Person responsible	Date to complete
Number of storeys	One storey	NA		
Corridor access	Doors wide enough	Monitor use of disabled parking bay	School administrator Head Teacher	
Parking bays	Parking is available outside of the school entrance if required.			
Entrances	Flat entry into all EY and KS1 entrances. Ramped entry into KS2 classes.			
Ramps	Available on KS2 entry and exits.			
Toilets	Disabled toilets provided in two areas of school: EY and KS2.			

Emergency escape routes	Enable exit - each case would be risk assessed and instructions provided on a case by case basis.			
-------------------------	---	--	--	--

Policy approved by the Governing Body: June 2025  
Date for Review: June 2026