



**Crispin
School**

Aspiration - Compassion - Excellence

Accessibility Plan



Date Agreed	January 2026
Review Date	January 2029

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Vision

Our aim is for each student, member of staff, parent and carer to be able to participate fully in all the opportunities offered by the school.

We welcome and respect all identities, backgrounds and circumstances. We are committed to eliminating discrimination, advancing equality and opportunity and fostering good relations within our community.

Legal Context

This Accessibility Plan has been developed in accordance with: The **Equality Act 2010** (Schedule 10) – The **Public Sector Equality Duty (PSED)** – The **SEND Code of Practice (2015)**.

Schools are required to plan, implement and review arrangements to improve access for disabled students, staff and visitors in relation to:

The curriculum

The physical environment

The provision of information

Purpose of the Plan

This plan sets out how Crispin School will:

Increase access to the curriculum for disabled students.

Improve the physical environment of the school to increase access.

Improve the availability of accessible information.

The plan operates alongside the Equality Policy, SEND Policy and other related school policies.

Definition of Disability

A disabled person is defined under the Equality Act 2010 as someone who has: “A physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities”.

This includes hidden disabilities such as autism, ADHD, dyslexia, speech and language needs, and mental health conditions where the statutory threshold is met.

Current Practice (Baseline)

Crispin School currently: Makes reasonable adjustments to support access to learning and participation – Uses individual planning (e.g. pupil passports, SEND support plans) – Conducts risk assessments for trips, enrichment and extra-curricular activities – Provides alternative formats of information where requested – Works with external agencies to support individual needs.

A baseline accessibility audit informs this plan and is reviewed annually.

Accessibility Action Plan (2025-2028)

A. Increasing Access to the Curriculum

Objective	Actions	Lead	Timescale	Success Criteria	Review
Ensure all students can access the curriculum	Review schemes of learning to ensure reasonable adjustments and inclusive strategies are embedded	SENDCo / Curriculum Leaders	Ongoing	Lesson observations and student outcomes show inclusive practice	Annual
Improve participation in enrichment activities	Track update of clubs and trips by students with disabilities and intervene where barriers exist	SLT – Enrichment	Termly	Increased participation rates	Termly
Strengthen transition for students with SEND	Enhanced transition planning and information sharing with feeder schools	SENDCo	Annually	Smooth transition evidenced by attendance and engagement	Annual

B. Improving the Physical Environment

Objective	Actions	Lead	Timescale	Success Criteria	Review
Improve site accessibility	Complete annual accessibility audit and prioritise improvements	Site Manager / Headteacher	Annual	Audit actions completed or planned	Annual
Maintain accessible facilities	Ensure disabled toilets, parking bays and signage are maintained	Site Manager	Ongoing	Facilities meet needs and are usable	Annual
Support mobility and sensory needs	Review furniture, lighting and	SENDCo / Site Team	As required	Adjustments implemented	Annual

	classroom layouts				
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C. Improving Access to Information

Objective	Actions	Lead	Timescale	Success Criteria	Review
Provide accessible information	Ensure information is available in alternative formats on request (e.g. large print, audio, digital)	Communication Lead / SENDCo	Within 5 school days of request	Requests met within agreed timescales	Annual
Improve communication with parents	Adapt communication methods to meet parental needs	Communications Lead / Pastoral Team	Ongoing	Positive parental feedback	Annual

Staff Accessibility and Equality

The school will not discriminate against staff or applicants with disabilities. Where a member of staff becomes disabled, reasonable adjustments will be made following appropriate advice (e.g. occupational health) to enable continued employment where possible.

Monitoring, Evaluation and Review

The **SENDCo** is responsible for coordinating and monitoring the implementation of this plan.

The plan is formally reviewed every **three years**.

Students, staff, parents and Local Partners are encouraged to contribute to reviews and raise concerns at any time.

Approval



Approved by the Local Partnership Board: _____