



CROSFIELDS SCHOOL

Policy/Procedure Name:	Accessibility Policy and Plan
Policy Owner:	Director of Compliance and Operations
Approved by:	Head Board of Governors – pending adoption
Approval Date:	September 2026
Date of next Review:	August 2029

Reference Documents:

- Disability Discrimination Acts 1995 and 2005
- Equality Act 2010
- Code of Practice for working with children with SENDA, 2014 and 2015
- Children and Families Act 2014
- Keeping Children Safe in Education 2026

The school is aware of forthcoming developments, including the Equality and Human Rights Commission's ongoing revision of its technical guidance for schools on the Equality Act 2010, and proposed reforms to the SEND Code of Practice, and will review this policy in light of any relevant changes once finalised.

This Policy and the associated Accessibility Plan covers the period September 2026 to August 2029. The Plan applies to the whole school, including the EYFS and is reviewed at least once in each academic year, with a full review and re-audit at the end of the three-year cycle

1. Introduction

Crosfields School ('the School') strives to be a fully inclusive and welcoming school and therefore aims to ensure that each and every pupil and member of staff can participate fully in the life of the School. The School is committed to meeting the legislative requirements, providing access and nurturing a culture of inclusion, support and awareness in line with Schedule 10 of the Equality Act 2010 and the DfE guidance for schools.

This Accessibility Plan is informed by an independent Accessibility Audit carried out on site on 17 July 2026 by Equality Act Audits, assessing the School against the Equality Act 2010 and related guidance. Actions outstanding from the previous Action Plan have been carried over where relevant and other actions identified internally will be added to the Action Plan and reviewed annually by the Senior Leadership Team.

We are committed to providing an environment that values and includes all pupils, staff, parents, visitors and members of the wider school community regardless of disability, educational, physical, sensory, social, spiritual or cultural needs. We will seek to identify and remove barriers to participate and will consider reasonable adjustments to support individuals with disabilities.

In order to meet our commitments, the School will engage with the School Community for the formulation and reviews of this Accessibility Plan where necessary. This includes engagement with staff, parents, carers and pupils.

The overall responsibility for this Accessibility Plan lies with the Board of Governors. The Board take an active interest in this Accessibility Plan and are committed to providing the time, funds and expertise required to meet criteria.

The plan and other relevant policies can be made available in large print or other accessible formats, if required.

2. Definition of Disability

A person has as disability if they have 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 (as defined by the Equality Act 2010). Long-term means lasting, or likely to last, at least 12 months. Some conditions including cancer, HIV and multiple sclerosis are treated as a disability from the point of diagnosis regardless of effect.

3. Aims of the Accessibility Policy

Crosfields has a practical number of facilities for the disabled but will do all that is reasonable to comply with its legal and moral responsibilities to accommodate the needs of pupils, staff and applicants who have disabilities for which, with reasonable adjustments, the School can cater adequately.

Over time, we will work to:

- A. Increase the extent to which disabled pupils (including those with special educational needs) can participate in the School's curriculum;
- B. Improve the physical environment of the School to increase the extent to which disabled pupils, staff, parents and visitors are able to take advantage of education, facilities and associated services offered by the School.
- C. Improve the delivery of information to pupils, staff, parents and visitors with disabilities, including the provision of information in accessible formats where reasonably required.
- D. Ensure staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

This policy will be made available online on the school website.

The Accessibility Action Plan

The following factors have been taken into consideration when developing and reviewing the Action Plan:

- Admissions
- Attainment
- Attendance
- Communication
- Curriculum
- Exclusions
- Education
- Extra-curricular activities
- Governing body representation
- Physical school environment

- Selection and recruitment of staff
- Sporting education and activities
- Staff training
- Welfare

Key Areas

a) Curriculum

Pupils with SEND are given access to the curriculum supported by the School's specialist SEND provision, in line with individual needs and parental wishes, with every effort made to educate pupils alongside their peers in a mainstream setting. This is supported by early identification, provision maps and the SEND register, specialist intervention, adapted timetables where needed, and specific access arrangements for internal and external examinations.

b) Physical Environment

The School environment already incorporates lifts, ramps, a specialist SEND area, disabled toilets, acoustic improvements, customised furniture and equipment, automatic doors, and guidance for emergency evacuation. The School carries out an independent accessibility audit at least every three years and is committed to full accessibility in any future new build.

c) Information

Teachers and TLAs provide differentiated resources with attention to reading age, plain English, images and layout, alongside laptops, coloured overlays, tactile resources, and readers/scribes in examinations where appropriate. The School will continue to explore further opportunities offered by digital technologies and clearer communication with parents.

Summary of Accessibility Audit findings

The Action Plan is based on short, medium and long-term objectives in respect of maintaining compliance and improving accessibility in respect of:

- Welcoming and preparing for disabled pupils and members of staff
- Ensuring full access to the curriculum
- Ensuring access to co-curriculum activities and trips
- Enabling IT access and
- Implementing accessibility changes to the school infrastructure.

The audit assessed 36 areas across three categories outlined in Section 4 above. The full details are set out in Section 10 of the audit report; the outcome is summarised below:

Category	Compliant	Improvement Recommended
Access to Information	4	2

Access to Site and Facilities	9	11
Access to Education	9	1
Total	22	14

None of the 14 areas identified for improvement were rated as an immediate health and safety or legal risk (Priority A). All fall within Priority B (short-term, considerable impact) or Priority C (12–24 months). The full list of actions, ownership and target dates is maintained in an Accessibility Action Tracker, which is reviewed alongside this Plan at each SLT accessibility review and reported to the Board annually.

4. Welcoming and preparing for disabled pupils

Where it is practical to make reasonable adjustments to enable a prospective pupil to take up a place at the School and to satisfy the current admissions criteria, the School is committed to providing those reasonable adjustments.

In order to meet the needs of disabled pupils, the School requires full information. The School will ask all applicants for admission to the School to disclose whether they have received any learning support, have had an external specialist report or have any disability or other condition including mental ill-health of which the School should be aware.

When coming to the school for tours, parents of prospective pupils will be asked if they or any member of the visiting party has specific access arrangements in order that we can be as accommodating as possible.

In assessing the pupil or prospective pupil, the School may need to take advice and require assessments as appropriate. The School will be sensitive to any issues of confidentiality.

Ensuring full access to the curriculum

The School ensures suitable learning challenges are established for all pupils and with the support of the Learning Empowerment Team, the school is able to respond to pupils' diverse learning needs and overcome barriers to learning and assessment for individuals and groups of pupils.

Ensuring access to enrichment activities and trips

The School offers a broad range of enrichment activities and trips within curriculum time and beyond. Where possible adaptations are made to enable all pupils to access these opportunities to the full extent of their capabilities.

Enabling IT access

We are able to provide adjustments through the use of technology according to an individual's needs. This may include the provision of additional software or hardware.

Implementing accessibility changes to the school infrastructure

As new facilities are provided and older ones refurbished, access arrangements are considered and improvements made. Level access is available to most ground floor facilities and lifts are provided in the Aspire Building, Oaks (with access to Stillman and Music School) and Acorns (chair lift). Accessible toilets are provided throughout the site. Disabled parking spaces are provided in the Main Car Park, by the Sports Centre and in Pre-Prep Playground. A hearing loop has also been installed in the main School Office. It is recognised that further adaptations may be required to meet the specific requirements of individual pupils and staff if they arise.

An internal accessibility audit is conducted annually and actions from this tracked via the Action Plan.

Other Policies

This Plan should be read in conjunction with the following other School Policies:

- Admissions
- EAL Education and Welfare
- Behaviour Policy
- Safeguarding & Child Protection
- Anti-Bullying
- Educational and Welfare Provision for Pupils with EHCPs
- Ethos, Missions & Aims Statement
- Health & Safety
- SEND
- Assessment, Reporting and Feedback
- Curriculum, Teaching and Learning and More Able Learners Policy

5. Reasonable Adjustments

Crosfields understands that it has a duty under the Equality Act 2010 to make reasonable adjustments so that individuals are not placed at a substantial disadvantage to their peers because of their disability or special educational need. This may include making changes to the physical features of the school and does include the provision of auxiliary aids and/or services. The decision to make any such reasonable adjustments will follow the process and record keeping set out in the School's Reasonable Adjustments: Decision Making Checklist (**Appendix A**)

6. Accessibility Review meetings & Responsibilities

The Senior Leadership Team (SLT) will review accessibility termly. The following individuals will be invited to attend SLT meetings or contribute to the Action Plan ahead of the meeting as and when required:

- | | |
|-------------------|---|
| • Head of Estates | Physical adjustments |
| • Head of EYFS | EYFS Accessibility |
| • Head of HR | Equality, Diversity & Inclusion - staff |

- Nurse Manager Physical and medical adjustments
- Admissions Manager Admissions
- Head of Learning Empowerment Team and Inclusion Seniors - Curriculum and adjustments

Ad hoc meetings are held with relevant staff where there is a change in the needs of a current pupil, or on the intake of a new pupil or staff with a disability.

Role	Responsibility
All staff	Responsible for removing barriers to learning for disabled pupils.
All leaders	Responsible for improving accessibility within their area of responsibility.
Board of Governors	Responsible for approval of this Plan.
Headteacher	Responsible for ensuring the resourcing, implementation and updating of this Plan.
SENCO	Responsible for ensuring all current pupils' needs are covered by this Plan and for monitoring its effectiveness.
Director of Operations and Compliance	Responsible for commissioning the triennial Accessibility Audit, maintaining the Accessibility Action Tracker, and reporting progress to the Board annually.

Review

The plan will be monitored by the DCO and Head. It will be discussed by the SLT on a termly basis. There will be a full review of the plan in Summer 2026 when a new plan will be produced to cover the subsequent three years.

An update on Accessibility will be provided to the Board by the DCO on an annual basis. The updated Accessibility Plan (every three years) will be approved by the Finance and Operations Committee.

Appendix A

Reasonable Adjustments: Decision Making Checklist

(non-examination)

This checklist does not cover examination access arrangements. For adjustments to exams and formal assessments, follow the School's Access Arrangement process via the SENDCo.

Ultimately only an adjudicating body can determine whether a person meets the definition of "disabled" and what is a "reasonable adjustment" in a particular context. But most cases will not go to a court or tribunal. This form aims to take you through a structured decision-making process similar to that followed by adjudicators to enable you to come to a view yourself. By recording your decisions and evidence in this structured way, you should be well-prepared to explain your view to others if you are ever challenged on your conclusions.

Name of Pupil	
Class	

<u>Completed by</u> <u>(name & role)</u>		<u>Date</u> <u>completed</u>	
<u>In consultation</u> <u>with</u>		<u>Review date</u>	

1. If the answers to **all** the following questions is "yes", a pupil has a disability ⁱ

	Yes / No – Comments and Evidence
Does the pupil have a physical or mental impairment? NB – If the answer is not clear, read the government guidance discuss these questions with parents and / or pupil seek professional advice e.g. medical, educational psychology, legal	
Does the impairment have an adverse effect on their ability to carry out normal day-to-day activities ⁱⁱ , including accessing education?	<i>(Give examples of which activities are impacted and how)</i>
Is the impact substantial? ⁱⁱⁱ <i>(More than the normal differences between people, and more than minor or trivial)</i>	<i>(Describe the impact)</i>