

# An amazing place to learn!

from nursery to Year 6!

'When I visited Captain Shaw's, it just lifted me off my feet and nourished my heart. The students, young as they are, are sharp, inquisitive, familiar with current issues, full of optimism and keen to engage and make a difference. Thanks for a truly visionary, encouraging and informative visit.'

Pushpanath Krishnamurthy  
International campaigner for Fairtrade and Climate Justice

'Oh my goodness! I am still buzzing from the amazing day we had with you and your wonderful school! I love the way you have designed your curriculum so that every lesson has a purpose and is part of an immersive experience, rather than just learning things in isolation.'

Gaye Holmes - Senior Presenter, Imoves



'The **conduct** of pupils at this school is **exemplary**. They demonstrate **warmth** and **kindness** towards each other. Pupils enjoy **respectful relationships** with the adults at school who care deeply for them.'

'Pupils respond well to the **high aspirations** that the school has of their achievement.'

'Pupils demonstrate a **high level of motivation** towards their learning. They **work exceptionally well together**. They are **well prepared** for each stage of their education.'

Ofsted 2023



## Captain Shaw's C of E Primary School

# ACCESSIBILITY PLAN

2026–29

### Our approach

Accessibility at Captain Shaw's is about more than physical access to a building. It is about identifying and removing barriers that might prevent a child from belonging, participating, learning or flourishing. We begin with the individual rather than a label or diagnosis: what is the child trying to access, what is creating a barrier, and what reasonable adjustment could reduce or remove that barrier? This reflects our vision of Serving the Common Good and our wider approach to inclusion: strong universal provision for all, thoughtful adaptation where needed, and increasingly individualised or specialist provision where a child's needs require it.

|                         |                                 |
|-------------------------|---------------------------------|
| Plan owner              | Headteacher                     |
| Plan period             | September 2026 – August 2029    |
| Effective date          | 1 September 2026                |
| Approval                | Headteacher – September 2026    |
| Governing Board         | Ratification – Autumn Term 2026 |
| Annual monitoring       | Headteacher and Governing Board |
| Full review / next plan | Summer 2029 / September 2029    |



### Serving the Common Good:

Seek what is best for everyone, beginning with the last, the least, the lost, the most vulnerable and the most forgotten.

## 1. Purpose and statutory framework

This Accessibility Plan sets out how Captain Shaw's will progressively improve access for disabled pupils over the period 2026–29. It supports our duties under the Equality Act 2010 and should be read alongside the SEND Information Report, SEND Policy, Equality information and objectives, Admissions information, Health and Safety arrangements and relevant premises planning.

The plan addresses the three statutory accessibility strands:

- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the physical environment so disabled pupils can take greater advantage of education, benefits, facilities and services.
- Improving the availability of accessible information for disabled pupils.

## 2. Our school context

Captain Shaw's is a small school operating from a historic listed building. The physical character of the building is an important part of our context and creates some accessibility constraints that must be planned for carefully.

The two main classrooms and the library are on the first floor and are currently accessed by stairs. The hall and kitchen are on the ground floor. Toilets are available on both floors, with the disabled toilet located on the ground floor.

We recognise that this layout may create barriers for some pupils, family members, staff or visitors with mobility needs. We do not assume that the existing layout determines whether a child can participate in school. Where an individual requires physical adaptations or alternative arrangements, we will assess their needs with the child, family, Cumberland Council and relevant professionals and consider reasonable adjustments, including how spaces and provision are organised.

Because the building is listed, significant structural alterations may require specialist advice, permissions and consideration of what is reasonable and practicable. This does not remove our duty to make reasonable adjustments or our responsibility to plan progressively to improve accessibility.

## 3. How we understand accessibility

Accessibility is considered through the same inclusion lens used across the school. We identify the activity or environment a child needs to access, understand the barrier, agree an adjustment or provision, and evaluate whether it has improved participation, independence and learning.

Reasonable adjustments may relate to teaching, communication, curriculum resources, equipment, sensory demands, routines, physical spaces, timetabling, visits, clubs, information or emergency arrangements. Adjustments are individual and are reviewed as needs and circumstances change.

## 4. Current accessibility arrangements

| Area                       | Current position                                                                                 | Planning implication                                                                                                                                      |
|----------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teaching accommodation     | Two main classrooms and library are on the first floor, accessed by stairs.                      | Mobility needs require early individual assessment and consideration of room use, timetable organisation, alternative arrangements and specialist advice. |
| Ground-floor accommodation | Hall and kitchen are on the ground floor.                                                        | Ground-floor spaces provide options when planning reasonable adjustments, subject to curriculum and safeguarding considerations.                          |
| Toilets                    | Toilets are available on both floors; the disabled toilet is on the ground floor.                | Routes and facilities must remain clear, usable and appropriately maintained.                                                                             |
| Historic building          | The school is a small listed building.                                                           | Major structural changes may require specialist advice and permissions; feasible high-impact improvements should be prioritised.                          |
| Curriculum and wider life  | The school uses inclusive teaching, individual adaptations and community/curriculum experiences. | Accessibility must be considered across lessons, visits, outdoor learning, clubs, worship, performances and community projects.                           |

## 5. Accessibility priorities 2026–29

The action plan below is a live strategic document. Actions may be brought forward or revised where an individual pupil's needs require a more immediate response.

| Priority / intended improvement                            | Action                                                                                                                                                                                                                                                         | Timescale            | Responsibility      | Evidence of impact / success                                                                     |
|------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|---------------------|--------------------------------------------------------------------------------------------------|
| 1. Understand individual accessibility needs early         | Discuss mobility, sensory, communication and access needs before admission or transition. Where significant needs are identified, undertake an individual access assessment and involve Cumberland Council and relevant specialists as appropriate.            | As required          | HT / SENCO          | Barriers identified before entry or transition; reasonable adjustments planned and communicated. |
| 2. Review access to first-floor curriculum spaces          | Review the implications of first-floor classrooms and library whenever a pupil, prospective pupil, staff member or regular user has mobility needs. Consider room use, timetable organisation, relocation of activities and specialist physical-access advice. | Annual + as required | HT / Governors / LA | Individual arrangements demonstrate how access and curriculum participation will be secured.     |
| 3. Complete a proportionate premises accessibility audit   | Review entrances, routes, stairs, doors, thresholds, signage, lighting, acoustics, toilets, outdoor areas and emergency evacuation arrangements, with particular attention to the first-floor teaching accommodation.                                          | 2026/27              | HT / Governors      | Audit completed; achievable priorities incorporated into premises and capital planning.          |
| 4. Maintain accessible ground-floor facilities             | Keep routes to ground-floor spaces and the disabled toilet clear and usable. Review signage, access and facilities in response to individual users.                                                                                                            | Ongoing              | HT / Premises       | Facilities remain available, safe and usable; identified issues are addressed.                   |
| 5. Improve physical accessibility when opportunities arise | Consider accessibility whenever maintenance, refurbishment or capital works are planned. Seek specialist/listed-building advice before significant alterations and prioritise feasible improvements with the greatest accessibility benefit.                   | 2026–29              | HT / Governors / LA | Accessibility is evidenced in premises decisions and completed works.                            |
| 6. Increase access to the curriculum                       | Use the school's inclusive teaching framework to remove barriers through adaptation of teaching, communication, resources, equipment, environment and adult support. Maintain high expectations and promote independence.                                      | Ongoing              | Teachers / SENCO    | Disabled pupils participate, make progress and show increasing independence.                     |
| 7. Ensure wider curriculum experiences are accessible      | Consider accessibility when planning PE, outdoor learning, visits, community projects, clubs, performances and other enrichment. Plan reasonable adjustments rather than excluding a pupil because of disability or SEND.                                      | Every activity       | Teachers / HT       | Participation is maximised; adjustments are planned and reviewed where needed.                   |
| 8. Develop staff expertise                                 | Identify training needs in response to the cohort, including communication, sensory/physical needs, assistive technology, medical needs and reasonable adjustments.                                                                                            | 2026–29              | HT / SENCO          | Staff confidence and practice improve; training is linked to identified pupil need.              |
| 9. Improve access to information                           | Provide information in alternative formats where reasonably required, including enlarged print, simplified language, visual/symbol-supported information and                                                                                                   | Ongoing              | HT / SENCO / Office | Information can be understood and accessed by intended recipients.                               |

|                                                 |                                                                                                                                                                                                                                |                         |                       |                                                                                              |
|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-----------------------|----------------------------------------------------------------------------------------------|
|                                                 | accessible electronic formats. Ask pupils and families about preferred communication.                                                                                                                                          |                         |                       |                                                                                              |
| 10. Review digital accessibility                | Keep the school website and school-produced digital documents under review for accessibility and provide alternative formats where necessary.                                                                                  | Annual                  | HT / Website provider | Accessibility issues are identified and addressed; alternatives are available when required. |
| 11. Include pupil and family voice              | Ask disabled pupils and their families what helps and what creates barriers. Use this information when reviewing provision, activities and the environment.                                                                    | Reviews + annually      | SENCO / Teachers      | Pupil and family views can be seen in adjustments and review decisions.                      |
| 12. Ensure emergency arrangements are inclusive | Assess whether any pupil, staff member or regular visitor requires an individual emergency evacuation arrangement, particularly because teaching accommodation is on the first floor. Prepare and review PEEPs where required. | On need + annual review | HT / DSL              | Appropriate emergency arrangements and PEEPs are in place and understood.                    |
| 13. Monitor accessibility strategically         | Review progress against this plan annually and report proportionately to governors. Consider accessibility alongside SEND, equality, premises and capital planning.                                                            | Annually                | HT / Governing Board  | Annual review is recorded; incomplete or emerging actions are carried forward.               |
| 14. Full statutory review                       | Evaluate progress over the three-year period and prepare the next Accessibility Plan.                                                                                                                                          | Summer 2029             | HT / Governing Board  | 2029–32 plan is approved and published.                                                      |

## 6. Monitoring and review

The Headteacher will keep implementation of this plan under review and will report progress and emerging accessibility needs to the Governing Board. The plan will be reviewed formally each year and revised sooner where changes in pupil need, the building, statutory guidance or school provision require it.

Accessibility is not treated as a one-off premises exercise. It is considered alongside SEND provision, equality duties, safeguarding, curriculum planning, admissions, health and safety, educational visits and premises development.

## 7. Individual needs and reasonable adjustments

This strategic plan cannot predict every future need. Where a pupil, prospective pupil or other school user has a disability, the school will consider the individual circumstances and the substantial disadvantage that may arise. We will explore reasonable steps to remove or reduce that disadvantage, seek specialist advice where needed and record significant individual arrangements.

The existence of physical constraints within a listed building does not mean that accessibility planning stops. It means that we must be particularly thoughtful about the options available: physical adaptation where practicable, alternative organisation of space or provision, appropriate equipment, and other reasonable adjustments.

## 8. Publication and availability

This Accessibility Plan is published on the school website. A paper copy, or an alternative accessible format where reasonably required, can be requested from the school office.

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