

Accessibility Plan



Cam Everlands Primary School
"We believe, achieve and celebrate"

Approved by:	Governing Body	Date: July 2026
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Cam Everlands Primary School is committed to creating a fully inclusive environment where every pupil, parent, staff member and visitor can participate fully in school life. Through continuous improvement of our physical environment, curriculum provision and communication systems, we will remove barriers to learning and participation and ensure equality of opportunity for all.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

CURRICULUM - Increase access to the curriculum				
AIM	STRATEGY	SUCCESS CRITERIA	TIMESCALE	OUTCOMES
To ensure that adaptive teaching is embedded in all lessons	Staff CPD focused on adaptive teaching and inclusion and to be closely monitored.	Monitoring provides evidence of effective adaptation in classrooms for all subjects.	Ongoing	All children are able to access the taught curriculum as a result of adaptations made by the class teachers.
Curriculum accessibility is considered when planning is done.	Ensure curriculum resources provide appropriate scaffolds, visuals and adaptations for all pupils.	Evidence of increased participation and achievement of SEND pupils.	Ongoing	SEND pupils are making accelerated progress as a result of improved engagement and participation.
Educational visits are accessible to all pupils.	Ensure accessibility considered during planning of trips and residential visits through careful communication with providers and recce's if possible.	All pupils can participate wherever reasonably possible.	Ongoing	All pupils can access every school trip and residential.
To implement staff SEND training.	Plan and deliver high-quality CPD linked to pupils needs to staff to improve confidence and expertise.	Improved provision for SEND pupils in lessons leading to greater levels of engagement and attainment. Staff feel better equipped to meet the needs of the children.	Ongoing.	Outcomes for SEND pupils improve.

PHYSICAL ACCESS - Improve and maintain access to the physical environment				
AIM	STRATEGY	SUCCESS CRITERIA	TIMESCALE	OUTCOMES
Any accessibility issues are identified and remedied.	Complete annual site accessibility walk with SEND Governor and Site Team	Identified barriers addressed through premises planning	Annually	Any issues identified in the audit to be rectified in a timely manner ensuring site is accessible to all.
Accessibility of outdoor learning spaces is improved.	Review accessibility of Forest School and outdoor learning spaces	Increased participation of pupils with physical needs	2026–28	Potential barriers for participation removed meaning all children can access outdoor learning.
Site is fully accessible to all.	Accessibility considered in all future building developments	All works improve or maintain accessibility	Ongoing	Any projects involving premises changes to be undertaken with accessibility in mind.

DELIVERY OF INFORMATION - Improve access to information				
AIM	STRATEGY	SUCCESS CRITERIA	TIMESCALE	OUTCOMES
To ensure that all information is accessible and available in a range of formats.	Make documents available in alternative formats when requested (large print, digital, translated versions where appropriate)	Any request for documentation in an alternative format is able to be met.	Ongoing	Parents can access school information effectively.
Communication with families to be clear and accessible to all families.	Review school communications for clarity and accessibility	Increased parent engagement and fewer questions following communications.	Annual review	Communications are written in a consistently clear and accessible manner.
Accessibility information	Ensure SEND and accessibility information is easy to locate on the school website	Positive parent feedback	Annual review	Parents know where to find SEND and accessibility information.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher and SENCo.

It will be approved by the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy