

# Accessibility Plan



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

<b>Approved by:</b>	Governing Body	<b>Date:</b> July 2023
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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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

## 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.

<b>CURRICULUM</b> - Increase access to the curriculum for pupils with a disability or additional needs				
AIM	STRATEGY	SUCCESS CRITERIA	TIMESCALE	OUTCOMES
To improve staff awareness of SEN and disability issues that are particular to the pupils at the school	Review needs of the pupils with SEN and disabilities and ensure that staff receive appropriate training to understand these needs	Staff have a good or better understanding of the specific needs of pupils with disabilities at Cam Everlands	Ongoing	As a result of specific training and sharing of information, staff have a good awareness of the range of disability issues that impact pupils at Cam Everlands
To ensure that teachers are able to better meet the needs of pupils with disabilities	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum Increase in access to the school Curriculum	Ongoing	As a result of specific training, both within school and from external consultants, all pupils are given access to the curriculum which allows them to achieve and make progress
To ensure that all school trips/visits are accessible to all pupils	Ensure that the needs of all pupils are considered when trips are planned and risk assessments are carried out Ensure that venues and modes of transport are checked to ensure they can meet the needs of the children	All children are able to access all school trips and enjoy all activities	Ongoing	All trips and visits are conducted with inclusivity as a central consideration at the planning stage. All pupils will be able to take part in activities.

<b>PHYSICAL ACCESS</b> - Improve and maintain access to the physical environment				
AIM	STRATEGY	SUCCESS CRITERIA	TIMESCALE	OUTCOMES
To ensure that the site is safe for people with visual impairments	Undertake audit of site to ensure that it is safe for anyone with a visual impairment to access. e.g. check all steps have yellow edging; check fire alarm beacons flash on a regular basis	All areas of the school are safe for someone with a visual impairment to navigate and access	Ongoing	Anyone using the school site feels safe and able to access all areas safely.
To ensure that, where possible, the school building and grounds are accessible for all children	Carry out audit of school site and building. From outcomes of audit, action improvements as budget allows.	Most, if not all areas of the school are accessible for all children. Areas of the school which need improvements have improvements undertaken.	Ongoing	The school site and buildings have appropriate adjustments made to allow all children to access all areas.

<b>DELIVERY OF INFORMATION</b> - Improve the delivery of written information				
AIM	STRATEGY	SUCCESS CRITERIA	TIMESCALE	OUTCOMES
To ensure that all parents/carers and other members of the school community can access all information	Ensure that all written documentation is available in a range of formats, depending on requirements	Any requests for alternative formats of written documentation is complied with as necessary	Ongoing	All written information which the school produces is available in a range of formats when requested.
Ensure that all parents are able to speak to teachers at parents' evening	Hold a mix of face-to-face and virtual meetings to ensure that all can attend and discuss their child's progress and attainment	Different options are available for parents to communicate with teachers Parents are aware of their child's progress and attainment and areas which could be improved	Ongoing	All parents engage in parents' evenings and are aware of their child's educational attainment.

## **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