



Accessibility Policy and Plan

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Contents

- 1. Aims
- 2. Legislation and guidance
- 3. Action plan
- 4. Monitoring arrangements
- 5. Links with other policies
- Appendix 1: Accessibility audit



Accessibility Policy and Plan

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

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 will apply our Christian and British values, complemented by our small-school benefits; balancing each child's educational, pastoral and emotional needs delivering an exceptional, personalised journey, enabling them to flourish in our family, our community and in the future.

Cadmore End aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. 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.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our school offers a personalised curriculum for all pupils.</i></p> <p><i>We use Bucks Ordinary Provision to enable all our pupils to access our curriculum.</i></p> <p><i>Curriculum resources used are diverse and inclusive..</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with SEND.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>Curriculum meets statutory requirements</p> <p>Resources support individual needs</p> <p>SMART targets are set</p> <p>Curriculum is inspiring.</p>	<p>Keep abreast current curriculum guidelines and objectives; adapting where needed.</p> <p>Yearly audit and review of resources.</p> <p>Half-termly pupil progress reviews track progress. Intervention/additional provision provided where needed</p> <p>2 year curriculum topics are reviewed every 2 years or earlier if needed to ensure the curriculum continues to be inspiring for pupils and that pupils learn skills, concepts and knowledge sequentially.</p>	<p>Headteacher</p> <p>SENDCO</p> <p>SENDCO</p> <p>Headteacher</p>	<p>Yearly review</p> <p>Yearly review</p> <p>Every Half term</p> <p>Every two years</p>	<p>Pupils have been taught statutory objectives</p> <p>The use of the Ordinary Provision and additional resources/support enable pupils to make good/better than good progress.</p> <p>All children meet personalized targets</p> <p>Pupils are inspired by topics that are taught and are able to make connections, building on knowledge, skills and concepts.</p>

Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled toilets 	The environment is adapted to suit individual needs when required	When a child joins with an identified SEND, a review will be carried out of the internal and external environment	Headteacher and SENCO	Where needed	The internal and external environment meets every child's needs
Improve the delivery of information to pupils with a disability	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> • Word/sentence mats • Internal signage • Large print resources • Pictorial or symbolic representations 	Children's needs are assessed and a provision map is created that identifies the additional resources or adaptations to the environment needed.	When a child joins, a provision map is created to support their class teacher and LSA in providing resources, support and adaptations to the learning environment where needed.	Headteacher and SENCO	Where needed	The pupils has the resources and adult support where needed to access the curriculum and partake in wider opportunities.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by Mark Ackford – SEN Governor and Debbie Groom – Headteacher and SENCO

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report and policy
- Supporting pupils with medical conditions policy
- Curriculum policy

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				

Internal signage				
Emergency escape routes				