



We want every child to be happy, caring and successful.

Accessibility Plan 2023 - 2026

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

At Cedars Primary School we are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of disability. We are committed to developing a culture of inclusion, support and awareness of disability within the school and are proud to provide pupils with the opportunity to experience, understand and value diversity.

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 can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). An impairment does not of itself mean that a pupil is disabled. It is the effect on the pupil's ability to carry out normal day-to-day activities that has to be considered.

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.

The Disability Discrimination Act 1995 has been amended by the Disability Discrimination Act 2005 so that it now places a duty on all public authorities, including schools, when carrying out their functions, to have due regard to the need to:

- promote equality of opportunity between disabled persons and other persons
- eliminate discrimination that is unlawful under the Act
- eliminate harassment of disabled persons that is related to their disabilities
- promote positive attitudes towards disabled persons
- encourage participation by disabled persons in public life
- take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.

The duty provides a framework for schools to carry out their functions more effectively and to tackle discrimination and its causes in a proactive way. The duty reinforces the pre-existing duties under the Act. Schools are required to have a Disability Equality Scheme. This requirement for schools came into force in December 2006 (for secondary schools) and December 2007 (for other schools). This plan covers the requirements of the Scheme.

Responsibility for the Policy and Procedure

Role of the Governing Body

The Governing Body has:

- delegated powers and responsibilities to the Headteacher to ensure all school personnel and stakeholders
- are aware of and comply with this policy;
- a duty to comply with the Disability Discrimination Act 1995 and with the Disability Rights Commission
- Code of Practice (2002);
- a duty under the Disability Discrimination Act (as amended by the SENDA) to publish an Accessibility Plan but not to:
 - discriminate against disabled pupils in our admissions and exclusions, and provision of education and associated services
 - treat disabled pupils less favourably
 - take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- the responsibility to work with parents to ensure the full needs of each individual child are met as we value parents' knowledge of their child's disability and its effect on their ability to carry out normal activities;
- a duty respect the child's and parents right to confidentiality;
- the responsibility of providing all pupils with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles;
- the responsibility endorse the key principles in the National Curriculum 2014 framework which underpins the development of an inclusive curriculum
- responsibility for ensuring that the school complies with all equalities legislation;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;

- nominated a link governor to visit the school regularly, to liaise with the Headteacher and the coordinator and to report back to the Governing Body;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Headteacher

The Headteacher will:

- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- in conjunction with the Governing Body devise a new plan every three years;
- oversee the implementation of the policy, Scheme and Plan;
- annually review and adjust the Accessibility Action Plan;
- organise ongoing awareness raising and training for school personnel and governors in the matter of disability discrimination;
- ensure all school personnel, pupils and parents are aware of and comply with this policy;
- report to the Governing Body on the procedures in place for school personnel with disabilities;
- inform the Governing Body on the training programme for school personnel;
- monitor the effectiveness of this policy;
- monitor the effectiveness of the Disability Accessibility Plan for Pupils;
- annually report to the Governing Body on the success and development of this policy

Role of Staff

In conjunction with the Headteacher, school personnel will fully integrate disabled people into Cedars Primary School and Nursery by:

- identifying what needs to be done to increase the extent to which disabled pupils can fully participate in the curriculum that the school provides;
- identifying what needs to be done to improve the physical environment of the school that will increase the extent to which disabled people can have access to the education and other services that this school offers;
- identifying what needs to be done to improve communicating written information to disabled people;
- helping pupils to recognise, understand and learn how to treat people with disabilities by:
 - identifying different kinds of disabilities
 - visualizing what it might feel like to be disabled
 - supporting and interacting with disabled people
 - empathising
- ensuring good lines of communication are in place with parents namely:
 - newsletters
 - parent mail
 - school website
 - annual pupil reports
 - termly parent-teacher consultations
 - curriculum evenings

- PTA events
- celebrations of learning

- identifying what needs to be done to improve our programme of extra-curricular activities that will be to the benefit of our disabled pupils;
- identifying what needs to be done to improve our provision of courses for adults and families who have particular needs in the community;
- comply with all aspects of this policy;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

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

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	Success criteria and Impact
Equality and Inclusion					
Ensure staff have ongoing professional development and training	Accessibility Plan is an annual agenda item at FGB Meetings	<p>Improve staff awareness of disability issues</p> <p>Ensure all policies consider the implications of disability access</p>	<p>Educational Psychologist bought in to support staff training on specific disabilities</p> <p>Consider disabilities being referenced on all policies as renewed</p>	<p>SENCO</p> <p>All persons writing policies</p>	<p>Adhere to legislation</p> <p>Increase staff understanding of disabilities to increase access to all curriculum areas</p>
Increase the extent to which disabled pupils can participate in the curriculum					
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>Resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p>	<p>Ensure the effectiveness of the new curriculum is reviewed to enable all pupils to reach the ambitious end points</p> <p>Ensure access arrangements are made</p>	<p>Ongoing curriculum review</p> <p>Ongoing staff training on differentiating and personalizing support</p> <p>Annual review of teaching and learning policy</p> <p>Continue to apply for</p>	<p>All staff</p> <p>Headteacher</p>	<p>Increased access to all areas of the curriculum</p>

	<p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Health Plans, EHCPs and PBS plans are written with children and families and are in place</p> <p>Visual timetables are used throughout the school</p> <p>School applies for access arrangements</p>	<p>Ensure curriculum resources include examples of people with disabilities.</p>	<p>access arrangements for SATs</p> <p>When buying in resources ensure they include examples of people with disabilities.</p>		
<p>Improve progress and participation for pupils with Communication and Interaction needs</p>	<p>2 higher level teaching assistants are EKLAN trained</p> <p>Teaching Assistants attend Early Birds Plus training with families</p> <p>Extensive external training on C&I undertaken by Inclusion team</p> <p>Parents signposted to local authority courses:</p> <ul style="list-style-type: none"> • Post diagnostic support meetings • Supporting a child with Social Communication Needs • Early Bird Plus (with ASD Diagnosis) • SEND Information Day • Local Authority networking 	<p>Staff training on differentiating and personalizing support</p> <p>Widget buy in and train all staff for Widget</p> <p>NHS speech therapist and 2 EKLAN TAs to upskill staff</p> <p>NHS SALT to provide advice and programs of work for individual pupils</p> <p>Focused learning walk on SEND</p> <p>TAs to continue to attend Early Bird Plus training with families</p>	<p>Budget for Widget for all teachers and inclusion TAs to have on laptops (including translation facility).</p> <p>Provision Map – Blue Hill</p> <p>Individual / Group records of interventions</p> <p>Internal SALT to work with individual teachers, pupils and groups of pupils</p>	<p>SENCO</p> <p>All teachers</p> <p>Internal SALT</p>	<p>Pupils with Communication and IN interaction needs will have increased access to all areas of the curriculum.</p>

	<p>support</p> <p>Parents signposted to NHS clinics:</p> <ul style="list-style-type: none"> • SLT drop in 				
Improve progress and participation for pupils with Cognition and Learning needs	Individualized FACT and FACT+ strategies used	Staff training on differentiating and personalizing support	EP targeted training	EP All staff	Increased access to all areas of the curriculum
Improve progress and participation for pupils with Sensory and/or Physical needs	<p>Teachers trained to use hearing hoops</p> <p>Advice sought from local authority VI and HI teachers</p> <p>Individual strategy sheets written up for children</p> <p>Parents signposted to NHS walk in clinics</p> <ul style="list-style-type: none"> • Occupational Therapy • Physiotherapy 	<p>Staff training on differentiating and personalizing support</p> <p>Offer gross motor interventions for specific children to help them access the PE curriculum</p> <p>Use proprioceptive interventions such as the fizzy programs as recommended by PT</p>	SENCO and PE leader to run joint training sessions	All staff	Increased access to all areas of the curriculum
Improve progress and participation for pupils with Social,	SENCO liaises with GPs to request CAMHS involvement as appropriate	Staff training on differentiating and personalizing support	½ termly meetings	SENCO All staff	

<p>Emotional and Mental Health Needs</p>	<p>Learning Mentor support</p> <p>Use of Boxalls to asses, track the progress of cognitive development and behavioural traits of pupils</p> <p>Parents signposted to support:</p> <ul style="list-style-type: none"> • Local Offer • Local charities <p>Sensory dens and emotional regulation areas available throughout the school</p> <p>SENCO laisse with external local authority SEN / I&I / Outreach specialists</p> <p>Well Being strategy across the school including daily check ins, mindfulness</p> <p>Positive Behaviour Plans used</p> <p>SEN support plans used</p>	<p>Regular meetings of internal inclusion team and teachers to discuss children impacted by SEMH</p> <p>Review Learning mentor support and adapt as required</p> <p>Class teacher to take ownership of Boxall</p> <p>Train staff in Zones of Regulation</p> <p>Create whole school display of Zones of Regulation and supporting classroom resources</p> <p>Social Communication Group provision run in Harbour</p> <p>Increase use of PBS plans, incorporating EHCP and Boxall targets</p>	<p>½ termly learning mentor reviews discussed with SENCO</p> <p>Staff meeting time to train staff to use Boxall</p> <p>Staff meeting time to train staff in zones of regulation</p> <p>Social Communication group provision reviewed ½ termly</p>		
<p>Use of technology to support learning</p>	<p>iPads are allocated to individual children according to need.</p> <p>Specialist ICT teacher input sought for children who meet the criteria.</p>	<p>Support staff to effectively use assistive technology</p> <p>Increase the range of software being used to support access and learning– investigate IT specialist teacher training</p>	<p>IT lead / SENCO / IT Specialist teacher and Sensory Team</p>	<p>SENCO / IT subject leader</p>	

<p>Increase access to extra circular opportunities for pupils with a disability</p>	<p>Equal opportunities for all to access extra circular activities.</p>	<p>Increase the percentage of pupils with a disability accessing clubs</p>	<p>All staff and clubs lead to monitor take up of opportunities. SENCO to provide additional support to children with disabilities as required to facilitate access.</p>	<p>All Staff</p>	<p>Pupils with a disability will take extracurricular opportunities</p>
<p>Ensure smooth transitions for all pupils</p>	<p>Regular safeguarding meetings to discuss children at risk Risk assessments in place EYFS home visits EYFS Stay and Play sessions SENCO accesses specialist teachers for transition support Transition of information to secondary and additional visits. Meetings with secondary staff Personalized transitioning social stories and resources Timely transfer of records with receipts</p>	<p>Continue with current actions</p>		<p>All staff</p>	<p>Pupils will make successful transitions</p>
<p>Improve pupil voice for children with a disability at school</p>	<p>Pupil voice is clear in EHCPs</p>	<p>All pupils with SEND to have a one-page pupil profile 5 point scales will reflect pupil voice</p>	<p>Internal inclusion team and class teachers to work with children with disabilities to create one page profiles..</p>	<p>All staff</p>	<p>Pupil voice will be evidenced in one-page profile and 5 point scales and used both within pupil conversations and multiagency professional conversations.</p>

Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided

<p>School meets the access needs of disabled pupils, staff, governors, parents/carers and visitors.</p>	<p>The environment is adapted to the needs of pupils, staff, parents/carers and visitors as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps from playground into EYFS and Office entrance • Lift at the front entrance and service level agreement in place for maintenance • Wide corridors and doorways • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Railings by steps at all entrances • Corridors and pathways are clean and tidy. All resources are in cupboards, free from obstructions at all times • Paint and tape used to demarcate edges (specific colour for VI impairment) 	<p>Renew yellow strip step marking regularly</p> <p>Regularly replace broken blinds in classrooms and shared spaces</p> <p>Annual accessibility audit to be carried out by SENCO and Site manager</p>	<p>All staff to identify ongoing maintenance needs pertaining to access within areas on weekly staff minutes. Site manager to action.</p> <p>Annual audit carried out by SENCO and Site Manager</p>	<p>All staff SENCO Site Manager</p>	<p>Access around the interior and exterior of school will be safe for disabled access</p>
<p>Ensure all disabled</p>	<p>Site manager carries out Health and</p>	<p>Individual evacuation</p>	<p>Individual evacuation</p>	<p>SENCO</p>	

pupils can be safely evacuated	Safety checks weekly, including fire alarms and lockdown alarms.	plans in place	plans as part of risk assessment are in place	Class teachers	
Refurbish the medical room	There is a dedicated medical room, equipped with a fridge, secure lockable and easily access storage	Refurbishment needed to make more child friendly	Room to be painted New furniture to be purchased	Site Manager School Business Manager SENCO	The school will have a child friendly medical room.

Improve the availability of accessible information to disabled pupils

Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Large print resources • Coloured resources according to individual pupil need • Induction loops • Widget Pictorial representations • Communication boards in EYFS • Use of readers and scribes <p>Applies for additional time and adapted resources in statutory assessments</p>	<p>Access to translators to be considered.</p> <p>Access to google translate on school website</p> <p>Create clear pictorial representations of the SEND process for parents along side full SEND Information report</p> <p>Provide personalized resources translated using Widget translate</p>	<p>Widget bought</p> <p>Investigate adding google translate onto website</p> <p>Pictorial representation of processes published with SEND information report online</p>	SENCO	Pupils with a disability can better access information
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Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at Cedars Primary School and Nursery.

Monitoring arrangements

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and is reported on annually. The plan is valid for three years 2023-2026. It will be approved by the governing body.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the Governing Body for further discussion and endorsement.

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				