



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

Accessibility Plan 2026 - 2029

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 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.

At Cedars Primary School and Nursery, we are committed to providing an inclusive environment that ensures full access to the curriculum and values all pupils, staff, parents and visitors, regardless of disability. We strive to foster a culture of inclusion, support and disability awareness throughout the school, and we are proud to offer pupils opportunities to experience, understand and celebrate diversity.

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.

<https://www.mksendlocaloffer.co.uk/>

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.

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.

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 and Impact
Increase access to the curriculum for pupils with a disability	- The curriculum is reviewed to ensure it meets the needs of all pupils - Resources are tailored to the needs of pupils who require support to access the curriculum - Curriculum progress is tracked for all pupils, including those with a disability - Targets are set effectively and are appropriate for pupils with additional needs - Health Plans, EHCPs and PBS plans are written with children and families and are in place - Visual timetables are used throughout the	- Monitor the effectiveness of the curriculum to enable all pupils to reach the ambitious end points - Ensure access arrangements are made for statutory and non-statutory tests - Curriculum resources to include examples of people with disabilities	- Review the curriculum and the teaching and learning policy - Provide staff training on adaptations and personalising support (as required) - Continue to apply for access arrangements for statutory tests - Continue to apply access arrangements for non-statutory tests - Continue to expand curriculum resources to ensure they include examples of people with disabilities	All staff Headteacher SENDCo	Ongoing throughout the year	Pupils with a disability have access to all areas of the curriculum

	school • Widget pictorial representations are used • Communication boards in EYFS School applies for access arrangements for statutory tests • Readers and scribes are used • Use of technology e.g. allocated iPads/laptops					
School meets the access needs of disabled pupils, staff, governors, parents/carers and visitors.	The environment is adapted to the needs of pupils, staff, parents/carers and visitors as required. This includes: • 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	• Renew yellow strip step marking regularly • Regularly replace broken blinds in classrooms and shared spaces	• Staff to identify and report any maintenance needs pertaining to access to the Site Manager and SENDCo.	All staff SENDCO Site Manager	As required	Access around the interior and exterior of school will be safe for disabled access

	• Railings by steps at all entrances • Corridors and pathways are clear • Resources are in cupboards, free from obstructions • Paint and tape used to demarcate edges (specific colour for VI impairment) in classrooms • Disabled parking can be made available in the school's main carpark (when required) • PEEPs are written for individual pupils					
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Widget pictorial representations • Internal and external signage • Large print resources If required, we would provide: • Braille • Induction loops	Staff training (as required) Review the arrangements in place	Explore how the school's website can become more accessible to anyone who has a disability	Office Headteacher SENDCo		Information is easily accessible

Monitoring arrangements

This document will be reviewed every 3 years by the head teacher and the governing body. It may be reviewed and updated more frequently if necessary.

It will be approved by the head teacher and a member of the governing body.

The Accessibility action plan was updated in Autumn 2026.

