



Accessibility Plan



This document applies to all academies and operations of Cambrian Learning Trust.

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Document Control			
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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 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.

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 Complaints Procedure, which can be found on our website and also from the school office, should be followed if you have any concerns relating to accessibility in 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 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.

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your school's context.

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 be completed	Success criteria
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers an inclusive curriculum for all pupils which is adapted to suit individual needs. • We ensure early identification of children with learning difficulties/additional needs in order to develop a more proactive approach to provision. • We use resources tailored to the needs of pupils who require support to access the curriculum. • Curriculum resources include examples of people with disabilities. • Curriculum progress is tracked for all pupils, including those with a disability. 	<p>Provide updates and training for staff regularly when a child with a new and different need enters our school</p> <p>TA provision to meet the wide range of needs</p> <p>Access outreach support if needed to work with individuals who have specific SEN needs.</p> <p>Use of outside agencies eg. Ed</p>	<p>Regularly review the curriculum to ensure it meets the needs of all pupils.</p> <p>SENCo and Class teacher meetings</p> <p>Learning walks to identify strengths and weaknesses and supports staff / children</p> <p>Use of pupil voice to gauge user experience</p> <p>Deep Dives to identify areas requiring targeted support.</p> <p>SENCo observations Resources/equipment</p>	SLT SENCo/Class teacher SENCo/ELSA		<p>All children to be able to access learning.</p> <p>Staff to ensure that actions are taken to accommodate SEND and medical needs.</p> <p>All relevant equipment/resources is in place/purchased as required.</p> <p>Following of agency advice is in place.</p>

	<ul style="list-style-type: none"> • Targets are set effectively and are appropriate for pupils with additional needs. • Pastoral/Nurture support from teachers/ ELSA/ leadership team and support staff to nurture and encourage. • Regular CPD for staffOur school offers a differentiated curriculum for all pupils 	<p>Psych, C&I Team, Hearing Impairment Team, Disability Services, OT, Physio</p> <p>PPA time is used effectively to support high quality lesson planning and differentiation.</p>	<p>identified and ordered.</p> <p>Regular staff meetings for education and updates in relation to SEND.</p> <p>Specific CPD as required.</p> <p>Trust SEND Reviews</p>			
<p>Improve and maintain access to the physical environment</p>	<ul style="list-style-type: none"> • At school the environment is adapted to the needs of pupils as required. <p>This includes:</p> <ul style="list-style-type: none"> • Wide corridors (free of clutter) • Wide doorways • Mainly ground floor (wide steps or lift where change of level) • Disabled parking bay • Disabled toilets • Library shelves at wheelchair-accessible height • Fire evacuation procedures are reviewed • Teachers with children with disabilities inform the Inclusion Lead if any issues of access or mobility arise. 	<p>Children and adults are able to access all areas of the school.</p> <p>Personal Evacuation Plans, Medical Plans to be reviewed regularly.</p>	<p>Ensure disabled parking bays are kept for this purpose.</p> <p>Annual full Health and safety audits carried out.</p> <p>Health and Safety reporting is part of termly leadership report to LGB</p> <p>Specific children and adults to have Personal Evacuation Plans.</p>	<p>Head of School/H&S Team</p>	<p>Ongoing</p>	<p>No barriers to access in place.</p> <p>Personal plans are updated annually and if circumstances change</p>

	<ul style="list-style-type: none"> • 1:1 support in place where needed • PEEP in place for specific pupils 					
<p>Improve the delivery of information to pupils with a disability</p>	<ul style="list-style-type: none"> • Teachers/parents raise concerns with SENCo to identify children with physical difficulties. • Teachers review children's seating positions based on advice from professionals/needs within the classroom or in respect of changes to noise in classrooms, e.g. open window etc... • School purchases/accesses specialist equipment/furniture as required. 		<p>Regular training from staff on use of equipment /training 3x SEND review meetings per year with parents.</p> <p>Regular reviews for children needing access arrangements.</p> <p>SENCO to contact outside agencies for support for specific needs.</p>	<p>Class teachers and SENCo SENCo/HoS</p>		<p>SEND staff meetings are in place SEND parent meetings occur for all children on the register.</p> <p>SENCo visits every classroom termly.</p> <p>All relevant agencies are contacted as required.</p> <p>All relevant equipment/resources is in place/purchased as required.</p>

4. Monitoring arrangements

This document will be reviewed every **2** years but may be reviewed and updated more frequently if necessary.

It will be approved by the Local Governing Committee and uploaded to the school website

Appendix A: 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 levels	The school is a single-story building.	Regular maintenance and Health and safety checks are carried out.	Mr K Ayres Mrs S Campbell Mrs M Davis	Ongoing
Corridor access	Corridors are wide enough to allow for wheelchair access.	Ensure furniture and clutter is not impeding access for wheelchairs.	Class teachers	Ongoing

<p>Lifts</p>	<p>Wheelchair lift is available in the school hall.</p>	<p>Regularly termly check that lift is in working order.</p>	<p>Mr K Ayres</p>	<p>Termly ongoing</p>
<p>Parking bays</p>	<p>Disable parking space is available near the entrance to the school building.</p>	<p>Ensure this is used only by Blue-Badge holders.</p>	<p>Office staff</p>	<p>ongoing</p>
<p>Ramps</p>	<p>There are ramps/street level access which allow access to all areas of the school for wheelchair users. Each year group has at least one classroom with a ramp. Ramps are wide enough and have safety rails for safe access</p>	<p>Ensure ramps are maintained and surfaces and handrails are safe.</p>	<p>Mr K Ayres</p>	<p>Ongoing</p>

Toilets	A disabled toilet is available near the school office.	The area is also used for storage so ensure that access for wheelchairs is maintained.	Office staff SLT	Ongoing
Reception area	Reception can be accessed via a ramp. The area is small and does not allow for easy passage of the wheelchair if there are several people in the area.	Alternative route into school is available via the art room into the school hall. Lift is available in the hall. This route is only to be used when absolutely necessary.	All staff	Ongoing
Emergency escape routes	Fire exits are signed and ramps are available to allow access out of the school during an emergency.	Children will be supported by their TAs to exit the school safely.	1-1 TAs	Ongoing