

Cupernham Infant School

"Together We Care, We Learn and We Achieve"



Accessibility Plan

Status:	Current	Approval Level:	FGB
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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.

At Cupernham Infant School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included.

We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

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

Cupernham Infant School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent’s knowledge of their child’s disability and its effect on their ability to carry out everyday activities and respects the parent’s and child’s right to confidentiality.

The Cupernham Infant School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability and/or sensory impairment	<ul style="list-style-type: none"> Our school offers a differentiated curriculum for all pupils We use resources 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 The curriculum is reviewed to make sure it meets the needs of all pupils 	<p>To review and embed further opportunities within our curriculum to demonstrate examples of people with disabilities.</p> <p>CPD programme of support for all staff developing greater awareness of accessibility and inclusivity within the curriculum.</p> <p>To evaluate our text drivers to ensure that we teach and offer books that include characters with a disability and/or sensory impairment</p>	<p>Curriculum review to demonstrate that it is inclusive and representative</p> <p>Review websites of charities that support people with disabilities and neurodivergence and seek information to share.</p> <p>Audit of books to include characters with a disability, and preferably those written by authors with disabilities or neurodivergence.</p>	<p>Curriculum Manager</p> <p>SENCO</p> <p>English Lead</p>	<p>Review Annually</p> <p>September 2024</p>	<p>Raised staff confidence in strategies for differentiation and increased pupil participation</p> <p>Wider use of SEN resources in classrooms</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height 	<p>To review the signage and visibility of our disabled parking bays</p> <p>Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities). Children to have PEEP's if needed.</p>	<p>Re-paint and clearer signage for disabled parking bays in the carpark and on school grounds.</p> <p>Review fire evacuation plan regularly. PEEPs reviewed and training in place if needed to support children who need a PEEP.</p>	<p>Site manager</p> <p>HT & Site Manager</p>	<p>July 2025</p>	<p>There are no issues accessing the school.</p> <p>Evidence that appropriate considerations have been made wherever physical school improvements are carried out.</p>
<p>Improve the delivery of information to pupils, staff, parents and visitors with disabilities.</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources 	<p>Make available prospectus, information for parents in alternative formats when specifically, requested.</p> <ul style="list-style-type: none"> • Braille • Induction loops • Pictorial or symbolic representations 	<p>Review all current publications and promote the availability in different formats when specifically requested</p>	<p>Senior Admin Officer</p>	<p>Sept 2024</p>	<p>Ease of access for all site users.</p>

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.

It will be approved by the governing board.

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