



UNIVERSITY OF
CAMBRIDGE
PRIMARY SCHOOL

Accessibility Policy and Plan

Approved by
Finance Committee

Last reviewed on
June 2023

Next review due
June 2025

**RELEASING THE
IMAGINATION:
CELEBRATING
THE ART OF
THE POSSIBLE**



This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which values and includes all children, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, understanding and inclusion.

2. The Accessibility Plan contains relevant actions to:

Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education. Our school was built in 2015 to meet current building standards and regulations, including in relation to provision for people with different access needs.

Monitor and plan to increase access to the **curriculum** for children with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that children with a disability are as, equally, prepared for life as are the able-bodied peers. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these children in accessing the curriculum.

Improve and make reasonable adjustments to the delivery of **written information** to children, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

3. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the duration of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

4. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

5. The School website will make reference to this Accessibility Plan.

6. The School's complaints procedure covers the Accessibility Plan.

7. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).

8. The Plan will be monitored through the Education & Children and Finance, Resources & Buildings Committees.

9. The Plan will be available for scrutiny by third parties including the LA and Ofsted.

10. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Target	Strategy	Outcome	Responsibility	Time-frame	Achievement
Training for Educators on differentiating the curriculum	Ongoing professional development to include specific training about diversity and differing needs	All Educators are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	Director of Inclusion and Community	Ongoing	Increase in access to the curriculum
Audit of children's needs and staff training to meet those needs.	Review the specific needs for children living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Educators are aware of the relevant issues and can ensure that this group has equality of access to life- preparation learning. The use of other professional partners has been made available.	Director of Inclusion and Community	Learning Review Meetings (LABS) happen half-termly SDQs take place each term with needs identified and training provided as necessary Weekly Inclusion meetings	Increase in access to all school activities for all disabled children
All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of children	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Director of Inclusion and Community	Ongoing	Increase in access to all school activities for all disabled children
Classrooms are organised to promote the participation and independence of all	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons are not interrupted to make adjustments for those with additional access requirements.	Associate Headteacher	Ongoing	Increase in access to the National Curriculum
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, children and parents Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access	SENDCo	Autumn Term each year to coincide with International Day of Persons with Disabilities	Community will benefit by a more inclusive school and social environment

Ensure information is accessible to all	Review and adapt documents to facilitate the use of information for those with sight impairments (but not limited to this)	Documents are available in large text versions. The website supports those who require larger or smaller text. (Review with James T)	Director of Inclusion and Community	Summer 2023	Equal Opportunities legislation
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