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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.*

*We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and to developing a culture of awareness, tolerance and inclusion.*

*The school plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan contains relevant actions to:*

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access the curriculum.*
- Increase access to the curriculum for any pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; 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 pupils in accessing the curriculum.*
- Improve the delivery of written information to pupils, staff and parents with disabilities. The information will be made available in various preferred formats within a reasonable time frame. Examples might include handouts, timetables, textbooks and information about the school and school events.*

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.

## 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 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 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.

## 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

The Action Plan for physical accessibility relates to the Access Audit of the school. See Appendix 1. It may not be feasible to undertake some of the works during the life 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 three-year plan period in order to inform the development of the new Plan.

To meet individual, specific needs, provision may need to be adapted when a pupil's needs are known.

## Improving the Curriculum Access

Our school offers a differentiated curriculum for all pupils. We use resources tailored to individual pupils' needs and provide support for those who need it to access the curriculum.

Curriculum resources include examples of people with disabilities

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 ensure it meets the needs of all pupils.

Target	Strategy	Timescale	Outcome
Identify all pupils who may need additional or different provision.	Liaise with nursery providers and parents about the needs of children in new intake.	Annually	Transitional arrangements are set up before the September start
<b>Integrate Rainbow pre-school's primary school provision once integration has taken place.</b>	<b>Align school vision, policy and processes under the new relationship.</b>	<b>By next review</b>	<b>Transition for children moving from on site pre-school is seamless.</b>
All teachers and teaching assistants have the necessary training to teach and support pupils with disabilities.	<b>Implement the SEND CPD strategy</b>	By January 2026	<b>A clear universal specific and specialist training approach is in place for staff</b>
All teaching aids should be accessible by all pupils in the classroom.	Ensure that all staff are aware of the teaching aids available.	At the beginning of each school year and as necessary.	Wider use of resources in the classroom.

Use ICT to support learning	Ensure the appropriate software is installed as appropriate. Investigate funding for additional hardware and software specifically for Ukrainian	As required. <b>Applicati0n to be made to OASSIS for ipad and software funding</b>	Wider use of ICT resources in the classroom.
Ensure all extracurricular activities/educational visits are accessible to all pupils.	Develop guidance for staff on making activities and visits accessible. Ensure each new venue is vetted for appropriateness.	As required	All pupils in school able to access all educational visits and take part in a range of activities
Implement Cognitive Ability Test to benchmark potential against performance	Develop whole school early identification of potential (online)	Annually from Year 1	Children achieve that of which they are capable

*Improve and maintain access to the physical environment*

*The environment is adapted to the needs of pupils as required.*

*This includes:*

- *Ramps*
- *Corridor width*
- ***Disabled parking bays - check***
- *Disabled toilets and changing facilities*
- *Library shelves at wheelchair-accessible height*

*If the school gains a disabled pupil or any pupil becomes disabled eg a broken leg for a short time, consideration is given to moving the year group to a downstairs' classroom.*

Item	Actions required	Timescale
<p>Gravel car park at front of the school.</p> <p><b>Disabled parking bays - check LA should pay</b></p>	<p><i>This would not be easy for a wheelchair user. There are no pupils at present who use wheelchairs but action would be taken where necessary.</i></p>	<p><i>After the need has been established</i></p>
<p>Exit button is not at a height suitable for wheelchair user.</p>	<p><i>On leaving the site, the office staff will accompany wheelchair users in order to operate the gate release button.</i></p>	<p>—</p>
<p><b>Access at rear of the Hall and downstairs offices is challenging.</b></p> <p><i>Rails on steps to rear access are designed for safety not accessibility.</i></p>	<p><b>Internal access to the Hall is good.</b></p> <p><i>Height of the rails needs to be adjusted to suit needs of users with mobility issues should the need arise.</i></p> <p><i>An alternative accessible route is available through reception.</i></p>	<p>—</p>
<p><b>Access to Year 4, 5 and 6 toilets and cloakrooms are by stairs only.</b></p> <p><b>Access to group room outside Year 6 is by stairs only.</b></p> <p><b>Access to the staffroom and the resources room is by stairs only.</b></p>	<p><b>Alternative arrangements can be made for year groups in which there are children who are unable to access the first floor classrooms by accommodating them in a ground floor classroom.</b></p> <p><i>At present there are no members of staff who have mobility problems. If necessary, alternative facilities would be found.</i></p>	<p><b>After the need has been established</b></p>
<p><b>One main emergency exit from the staffroom and resources room is via an external fire escape which would be difficult for anybody with mobility difficulties.</b></p>	<p><b><i>Anyone who can climb the stairs can climb out of the window!</i></b></p>	

<p><i>There is no disabled access into the swimming pool and the entrances to the changing rooms are restrictive due to their designs.</i></p>	<p><i>A hoist would need to be fitted for access to the swimming pool. A ramp may also be required.</i></p> <p><i>There may need to be changes to provide access for a wheelchair in a changing room or alternative facilities may be required.</i></p>	<p><i>After the need has been established</i></p>
<p><i>To increase the number of accessible sensory and therapeutic spaces</i></p>	<p><i>Develop Think Tank and Sensory room to reduce stimuli and provide productive withdrawal spaces for affected children.</i></p>	<p><i>By July 2024</i></p>

*Improving the Delivery of Information to pupils with a disability*

*The school uses a range of communication methods to ensure information is accessible to pupils and parents. This can include:*

*Internal signage*

*Large print resources*

*Braille*

*Pictorial or symbolic representations*

*Seeking specialist advice as required, implementing recommendations as advised*

<b>TARGET</b>	<b>STRATEGY</b>	<b>TIMESCALE</b>	<b>OUTCOME</b>
<p><i>Improve delivery of information to families with mental and emotional difficulties</i></p>	<p><i>Increase family support for at risk groups by:</i></p> <ul style="list-style-type: none"> <li><i>-increasing face to face options for communication.</i></li> <li><i>-Inviting volunteers and making the school more emotionally accessible.</i></li> <li><i>-offering direct email contact with the SENCO.</i></li> <li><i>-Summarising communications and giving clear headings</i></li> <li><i>- Sending reminders</i></li> <li><i>- Training staff in AMHFA</i></li> <li><i>- half termly SEND coffee mornings</i></li> <li><i>- Community mental health training</i></li> </ul>	<p><i>3 years</i></p>	<p><i>The school will be open and welcoming for all families.</i></p> <p><i>There will be clear routes to access Mental Health support in the community.</i></p>



	<ul style="list-style-type: none"><li>- Create a pastoral support team for pupils</li><li>-Create routes for support.</li></ul>		
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#### **4. Monitoring arrangements**

*This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.*

*It will be approved by Governing Body*

#### *5. Links with other policies*

*This accessibility plan is linked to the following policies and documents:*

- *Risk assessment policy*
- *Health and safety policy*
- *Equality information and objectives (public sector equality duty) statement for publication*
- *Special educational needs (SEN) information report*
- *Supporting pupils with medical conditions policy*

*List any other linked policies that the school has here.*

## *Appendix 1: Accessibility audit*

### *Introduction*

*Great and Little Shelford Primary school is a fascinating mixture of buildings of different ages ranging from the original school house of 1843 to more recent extensions.*

*The school is approached via a driveway immediately to the left of Great Shelford Parish church. The school has one narrow driveway for all vehicles and pedestrians.*

*It operates as a strictly pedestrian walkway only between 8.30 – 9.00am and 3.00 and 3.45pm. There is no vehicular access in order to ensure the safety of the pupils and all cyclists and scooter riders must dismount and walk up the school drive.*

*To enter during the school day, the school office can be contacted via an intercom on the security gate.*

*The school is accessible for disabled users, with accommodation being mostly arranged on the ground floor and all areas on the ground floor being able to be accessed without steps. The hall which has steps from the back door has an alternative entrance from the front of the school.*

*When visiting the site, visitors are asked to make the office staff aware of any needs, so that they can be as comfortable as possible whilst on site.*

<b>Feature</b>	<b>Description</b>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
Number of storeys	2	When a disabled pupil is admitted to the school, or a pupil becomes temporarily disabled, consideration is given to moving the year group to a downstairs classroom base s that the stairs do not have to be used.	Headteacher	
Corridor access	Some corridors are not suitable for wheelchair access but there are alternative routes	Continue as now		
Lifts	The school has no lift			
Parking bays	<p>The school operates on an extremely tight site; it only has 8 parking staff spaces on site (7 x class teacher and 1 x headteacher), The office staff double-park across the teachers' cars but can move quickly if exit is needed.</p> <p>There are currently no designated disabled bays and no space for one. If a staff member was disabled, arrangement would be made for the staff member to have the most appropriate car parking space.</p>	Continue as now		

	<i>The school has no visitor or parent parking. If a visiting teacher needs to come on site, an arrangement is made in advance to accommodate the car within the gated school site.</i>	<i>Governors to discuss this</i>		
<i>Pedestrian/ vehicular access</i>	<i>The school has one narrow driveway for all vehicles and pedestrians. It operates as a strictly pedestrian walkway only between 8.30 – 9.00am and 3.00 and 3.45pm,</i>	<i>Governors to discuss this</i>		
<i>Entrances</i>				
<i>Ramps</i>	<i>Ramp at the year 1 toilet entrance at the back of the school  Currently steps door only to the back of the hall</i>	<i>Governors to discuss this</i>		
<i>Toilets</i>	<i>Toilets on ground floor for children  Accessibility toilet in junior entrance and main entrance  Accessibility toilet in Year 1 toilet</i>			

<p><i>Reception area</i></p>	<p><i>Managed access to site. On entry the buzzer is at wheelchair height but a wheel chair user may need help to manage the gate and a chair. When leaving the buzzer, for reasons of the safety of vulnerable children, is positioned in a higher position. Thus a wheel chair user may need help to negotiate the exit.</i></p> <p><i>Managed access from main entrance through into school. A wheel chair user or someone using a stick may need help to negotiate the door. When leaving the buzzer, for reasons of the safety of vulnerable children, is positioned in a higher position. Thus a wheel chair user may need help to negotiate the exit.</i></p>	<p><i>Governors to discuss erecting signs to ask wheelchair users to ask for help if needed to negotiate the gate, the main entrance door and the internal door into school.</i></p>		
<p><i>Internal signage</i></p>				
<p><i>Emergency escape routes</i></p>	<p><i>All routes except the first floor and the back of the hall are on level ground</i></p>	<p><i>Governors to consider a ramp for the back of the hall</i></p>		
<p><i>Swimming Pool</i></p>	<p><i>Level accessible site but a disabled child would need a lift to get into the pool, which sits above ground level</i></p>	<p><i>Governors to consider adaptations, if needed.</i></p>		

## Appendix 1: Accessibility Audit

### Access Audit Results

NB Under review

1. The gravel car park at the front of the school would be difficult for a wheelchair user.
2. The hard surfaced car park to the rear of the school provides good access to the school.
3. Access through the pedestrian gate is good.
4. The speech entry system is at a height accessible for a wheelchair user.
5. The exit button is not at a height accessible for a wheelchair user. (This is to ensure safety of pupils during the school day)
6. Access to the Year 2 and Year 3 classrooms is good.
7. Access to the Think Tank room is good.
8. There is one disabled toilet with good access on the ground floor between Year 2 and Year 3 *and another next to Year 1. There is also one for staff in the reception area.*
9. Access to the library is good.
10. Internal access to the hall is good.
11. Access into and out of the hall at the rear is very poor for anybody with mobility difficulties. (but see point 10 above)
12. Access to the downstairs offices is reasonable, but the corridor is rather narrow and maneuvering a wheelchair, for example, is slightly difficult.
13. Access into Reception is good.
14. Access to the outside space from Reception is good.

- 15. Access to the downstairs adult female toilets is good.*
- 16. Access to Year 1 is good.*
- 17. Access to the rear of the building from Year 1 is good.*
- 18. Access to the Infant toilets and hygiene room is good.*
- 19. Access to the rear of the building from the Infant toilets and the hygiene room is good.*
- 20. Access to Year 4, Year 5 and Year 6 and their associated toilets and cloakrooms is by the use of stairs only.*
- 21. Access to the group room outside Year 6 is by stairs only.*
- 22. Access to the staffroom and the resources room is by stairs only.*
- 23. One main emergency exit from the staffroom and resources room is via an external fire escape, which would be difficult for anybody with mobility difficulties.*
- 24. Access to the playground and playing areas at the rear of the school is good. There is a ramp onto the playground.*
- 25. Access to the swimming pool compound is good.*
- 26. There is no special disabled access into the swimming pool and the entrances to the changing rooms are restrictive due to their design.*