



# **Accessibility Plan**

## **2024 - 2027**

Agreed by Headteacher: Autumn 2024  
Due for Review: Autumn 2027

## Introduction

At Cayley Primary 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.

This Accessibility Plan is 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 of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or cognitive impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives and will be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

## Objectives

Cayley Primary School is committed to providing an environment that enables full curriculum access. It 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 parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities. It also respects any parent's and child's right to confidentiality.

The Cayley Primary 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 to:

Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

Improve and maintain 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 education within a reasonable timeframe;

Review the delivery of written information to pupils, 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 timeframe.

The Cayley Primary School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training recognises the need for ongoing awareness by staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Wellbeing Policy
- Curriculum Statement
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored by Governors.

### Accessibility Plan 2024 - 2027

#### Improving Physical Access

Question	Recommendation	Timescale
Disabled parking space provided?	Marking of space when car park markings renewed.	By Christmas 2024
Does school remain fully compliant with best practice?	Audit of school environment to continually review disabled access to school.	Ongoing
Is our environment wheelchair friendly?	Ongoing audit of access to the building, lift to all areas of the school	Ongoing

#### Improving Curriculum Access

Question	Recommendation	Timescale
Attainment of SEN children vulnerable to underachievement?	Report to governors on data includes information about attainment and progress of SEN pupils.  Meetings with SENCo about progress and support. Vulnerable groups explored at pupil progress meetings.	Annually.
Is differentiation of teaching and learning strong?	Ongoing monitoring of teaching and learning, with a focus on quality first teaching. Review impact of specific targeted interventions termly.  Staff meetings to provide training on specific needs and to provide	Autumn 2 2024  Annually

	<p>opportunities to develop quality first teaching.</p> <p>Specialist staff meetings from Phoenix</p> <p>Review of curriculum planning in relation to children with SEND.</p>	
Are changes in SEND legislation and guidance fully implemented?	Deputy Headteacher to review legislation annually when writing SEN information report.	Ongoing as changes occur.

### Sharing of Information with Parents

Question	Recommendation	Timescale
Are parents accessing information about school fully?	<p>To increase online presence on Twitter and on new website, with online calendar and versions of newsletters available.</p> <p>Increase use of email to communicate with parents</p> <p>Use parent liaison to support those families at an early help stage</p> <p>Monitor parents with SEND to ensure that information is presented in an accessible format</p>	September 2022 onwards

### Creating Neurodivergent-Friendly Environments/Sharing of information with pupils

Question	Recommendation	Timescale
Do neurodivergent pupils have equal access to our school environment?	<p>Implementation of quality first teaching strategies within each classroom environment (e.g. visual timetables, use of visuals to support understanding, staff training in non-verbal communication).</p> <p>Assessed through lesson observations and book looks.</p> <p>Early liaison with professionals regarding</p>	Ongoing

	<p>new admissions</p> <p>Liaison with feeder Nursery and EYFS providers</p> <p>Twice half-termly visits from Phoenix to review access to curriculum and environment</p>	
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