# CUTENHOE HILL PRIMARY SCHOOL AND NURSERY

*Learning for life where the social, emotional, spiritual, physical and learning needs of every member of the school community are met.*

# Accessibility Plan

## September 2026

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| 1.0 | September 26 | SENDCo | Policy reviewed and updated |

**Policy Statement**

Cutenhoe Hill Primary School and Nursery is committed to equality, inclusion and accessibility for all members of the school community. We will make reasonable adjustments, in accordance with the Equality Act 2010, to ensure individuals with disabilities are not disadvantaged and can participate fully in school life.

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## 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

Cutenhoe Hill Primary school aims to treat all its pupils fairly, with dignity and respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our school has high ambitions for all its pupils, including those with a disability and aims to ensure that they have the opportunity to participate in every aspect of school life.

Cutenhoe Hill Primary School is committed to providing an environment that enables full curriculum access, which values and includes all pupils, members of 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.

Cutenhoe Hill Primary School recognises and values parents' knowledge of their children's disabilities and the effect of these on their ability to carry out everyday activities and the parents' and children's right to confidentiality.

The Cutenhoe Hill Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipates 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 equally prepared to ensure that pupils with disabilities are equally prepared for life alongside their peers; (if a school fails to do this it will be in breach of their duties under the Equalities Act 2010) This includes teaching and learning and the wider curriculum of the school such

as participation in after-school clubs, leisure and cultural activities and school visits- it also includes the provision of specialist and 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 includes improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples may include hand-outs, information about the school and school events. The information will be made available in various preferred formats within a reasonable timeframe.

Our Accessibility Plan relates to key aspects of the physical environment, curriculum and written information.

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, this procedure sets out the process for raising these concerns.

The priorities for the Accessibility Plan for our school were identified by the Senior Leadership Team, the School Business Manager, and the Site Agent in consultation with a range of stakeholders, including pupils, parents, staff and governors of the school.

**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.

**ACTION PLAN**

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

## AIM - Increase access to the curriculum for pupils with a disability

| Current good practice | Target | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
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| Our school offers a differentiated curriculum for all pupils.<br><br>We use resources tailored to the needs of pupils who require support to access the curriculum. Curriculum resources include examples of people with disabilities.<br><br>Curriculum progress is tracked for all pupils, including those with a disability.<br><br>Targets are set effectively and are appropriate for pupils with additional needs.<br><br>The curriculum is reviewed to ensure it meets the needs of all pupils.<br><br>Educational visits are planned to ensure accessibility for all pupils, including those with disabilities. | Increase confidence of all staff in differentiating the curriculum. | Staff training on methods of differentiation and curriculum access | Head | Ongoing as required | Raised staff confidence in strategies for differentiation and increased pupil participation. |
| | Classroom support staff to have specific training on disability issues. | Support staff to access appropriate CPD | Deputy Head/ SENCOs | Annually unless required more often | Raised confidence and ability to support pupils with SEN/disabilities of all support staff |
| | All staff to be aware of disabled children's curriculum access | Individual Access plans to be created and reviewed as required<br>Information sharing to take place between all agencies involved with the child | SENCOs | As required | All staff aware of the individual needs of pupils they work with. |
| | Use ICT software to support learning if appropriate. | Make sure software is installed where needed. | ICT Lead teacher | As required | Wider use of a greater variety of SEND resources in classrooms |
| | Each venue for school trips are checked specifically for accessibility for children with disabilities | Develop further guidance for staff making school trips accessible for all.<br>Ensure each venue is checked for accessibility | Deputy Head/ School Trip Lead SENCOs | As required | All pupils will be able to access all educational visits and take part in a range of activities |
| | Review P.E. curriculum to ensure that P.E. | Gather further information on accessible P.E. and | P.E. Lead | Ongoing | All pupils to be able to access P.E. and be able to excel. |

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| | is accessible to all. | disability sports.<br><br>Seek disabled sports people to come into school. | | | |
| | Classrooms are organized to promote further the participation and independence of all pupils | Assistant Head/ SENDCo to carry out an audit of resources and learning environments to ensure lessons and classrooms are planned to meet the needs of all pupils within each class. | Deputy Head/ SENCos | Annually, unless required more | Children are able to locate and access learning resources independently |
| | Liaise with pre-school providers, special school outreach services and settings from which children may be transferring to Cutenhoe Hill Primary to prepare for the intake of children with additional needs. | To identify pupils who may need adapted or additional provision. | Early Years Lead and SENCos | Ongoing | Appropriate provision will be in place prior to the child starting school |
| | To review policies and ensure that they reflect inclusive practice and procedure | To comply with the Equality Act 2010 | SLT and Governing Body | Ongoing | All policies clearly reflect inclusive practice and procedure |
| | To establish and maintain close relationships with parents/carers | To ensure collaboration and information sharing between home and school | SLT, Teaching Staff and Family Workers | Ongoing | Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning. |
| | To establish and maintain close liaison with external agencies for pupils with additional needs | To ensure collaboration between all key personnel | SENCos and SEN Administrator | Ongoing | Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning. |

| AIM: Improve and maintain access to the physical environment | | | | | |
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| The environment is adapted to the needs of pupils as required.<br><br>This includes:<br><br>• Ramps where necessary<br><br>• Adequate corridor width<br><br>• Disabled parking bays<br><br>• Disabled toilets<br><br>• Changing facilities<br><br>• Updated and refurbished medical room<br><br>• Automatic front doors<br><br>• Lifts | Improve the school's physical environment further. | The school will take account of the needs of pupils/ parents/ carers/staff governors and visitors with physical or sensory impairments when planning and undertaking future improvements and refurbishments such as lighting, colour schemes signage and fittings. | SLT, Business Manager and Governing Body | Ongoing | Evidence that appropriate considerations have been taken wherever school improvements are carried out |
| | Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs. | Create personalized risk assessments and access plans for individual pupils. Liaise with external agencies, identify training needs and implement training. | SENDCos | As required | Full inclusion for all pupils, wherever reasonably possible. |
| The School's Leadership Team is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors.<br><br>Access needs are considered during recruitment process | The Governing Body and all staff to be aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors. | Through questions and discussions find out the access needs of parents/carers through newsletter/ Parent forum | SLT | Ongoing | All stakeholders including staff, parents, pupils and governors will have been able to identify any access needs that they have.<br><br>The Governing Body and all staff will be aware of access needs throughout the school.<br><br>All staff and governors feel confident their |

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| | | | | | needs are met.<br>Parents/carers have full access to all school activities aimed at parents/carers |
| To make the school accessible to all pupils and adjustments to be made to existing entrances/doors etc. | Any new buildings/ alterations to the school will allow access for all and disabilities will be considered | When alterations are made to the school buildings or additional buildings are designed consideration will be given to disabilities that may limit access | Head/ Governors/ Site manager/ School Surveyor/ Architect | As necessary | New, re-designed and existing buildings are usable by all |
| | Improve signage and external access for visually impaired people | Yellow strip mark step edges | Site Agent | Ongoing | Visually impaired people feel safe in school grounds |
| | Ensure all disabled pupils can be safely evacuated | Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties<br><br>Develop a system to ensure all staff are aware of their responsibilities | Head/<br>SENCos | As necessary<br><br>Every September and as necessary | All parents are able to understand information they receive and are able to fill in forms that are sent out.<br>Parents/ carers and pupils feel supported and receive information in a form that they can access. |
| **AIM: Improve the delivery of information to pupils/parents and carers with a disability** | | | | | |
| Our school uses a range of communication methods to ensure information is accessible.<br>This includes:<br>• Internal signage<br>• Large print resources<br>• Pictorial or symbolic representations<br>• Auto-translator is available on the website – enabling parents/carers | Review information to parents/carers to ensure that it is accessible to all | School office and Family Workers to support and help parents/carers access information and complete school forms.<br><br>Provide information and letters in clear print in 'simple' English | School Office/ Family Workers | Ongoing | All parents are able to understand information they receive and are able to fill in forms that are sent out.<br>Parents/ carers and pupils feel supported and receive information in a form that they can access |
| | Ensure all staff are aware of guidance on accessible formats. | Guidance to staff on different formats that are available for visually impaired, dyslexia etc. | SENCos | Ongoing | Staff are aware of different formats that will make information more easily accessible for every individual. |

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| to access it in their chosen language<br>• Class dojo | | | | | |

Where required, information will be provided in alternative formats, including large print, translated documents, electronic formats, or through additional support from school staff to ensure accessibility for parents, carers, pupils and visitors.

**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 the governing board.

The Accessibility Plan may also be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010

**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

## APPENDIX 1: Accessibility Audit

| Description / accessibility | | Comments for school use | Person responsible | Date to complete actions by |
|---|---|---|---|---|
| **Number of storeys** | 4 | | | |
| **Emergency and evacuation** | Audio alarm in place and evacuation procedures to alert all pupils and staff in place | Weekly testing of the fire alarm and regular fire alarm tests for staff and pupils to practice evacuation procedures | Site Agent | Ongoing |
| **Furniture** | Appropriate furniture and equipment are provided to meet the needs of individual pupils<br><br>Classroom layouts to be adjusted to allow easy movement for pupils with disabilities | | | |
| **Corridor access** | All corridors are level and are wide enough for wheelchair access | All staff to be made aware of the need to keep corridors clear so that they are always wide enough for wheelchair access | Site Agent | Ongoing |
| **Lifts** | 2<br><br>Lifts are available for pupils, staff and visitors as a mechanical means to move between floors | Regular maintenance checks to be carried out by engineers | Site Agent | Ongoing |
| **Disabled Parking Bays** | 2 | Disabled parking bays are to be kept empty at all times so that it is always available for drivers with disabilities<br><br>Disabled bays are located closest to the schools main entrance | Site Agent & Office staff | Ongoing |
| **Entrances** | All main entrances are accessible to all | Maintenance and continue to be kept clear at all times | Site Agent | Ongoing |
| **Ramps** | Where access to the building is via the use of a step, ramps have been installed where possible. | Maintenance and continue to be kept clear at all times<br><br>Steps to be marked with contrasting colour edging | Site Agent | Ongoing |
| **Toilets** | We have 8 toilets that are designed for use by disabled people. | Maintenance | Site Agent | Ongoing |
| **Reception Area** | Doors open automatically when they are approached<br><br>Doors are wide enough for wheel chairs to fit through<br><br>The exit button is positioned at a level that is suitable for those in wheelchairs | | Site Agent | Ongoing |

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| | Seating is available to that people waiting are able to sit down and be comfortable | | | |
| Internal signage | There is signage throughout the school | Ensure that signage is adequate for everyone | Site Agent | Ongoing |
| Emergency escape routes | All emergency escape routes are kept clear and are accessible at all times | Maintenance and ensure these are kept clear at all times | Site Agent | Ongoing |