



**Cavendish**  
Primary School

## **Accessibility Policy**

| Date of Issue | Review Date | Date Ratified by Governing Body |
|---------------|-------------|---------------------------------|
| June 2026     | June 2027   | June 2026                       |

# **Cavendish Primary School Accessibility Plan**

## **Accessibility Plan**

### **1. INTRODUCTION**

Cavendish Primary School is a diverse and inclusive school. We value diversity and seek to give everyone in the school an equal chance to learn. Our guiding principle is to identify and break down possible barriers to learning so that all pupils 'achieve their very best'.

Cavendish is a centre of excellence in learning, where all pupils, including those with disabilities, are supported and challenged to fulfil high ambitions.

The school's SEND policy and local offer play a substantial role in guiding the school's developing provision for pupils with Special Educational Needs and Disabilities.

### **2. CONTEXT**

The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

- To increase the extent to which pupils with disabilities can participate in the school's curriculum.
- To improve the physical environment of the school to ensure pupils with disabilities are able to take advantage of the education, benefits, facilities and services provided or offered by the school.
- To improve the availability of accessible information for pupils with disabilities.

### **3. AIM OF PLAN**

All pupils will have access to appropriate qualifications and will develop the skills and resilience to meet the demands of working, family and community life. Pupils will demonstrate the empathy and confidence to work with others to achieve a better future.

### **4. OBJECTIVES**

The objectives of this plan are:

- To ensure all pupils with disabilities are fully involved in school life and are making good progress.
- To identify barriers to participation and find practical solutions to overcome these.
- To work collaboratively with pupils with disabilities and their parents/carers to create appropriate provision, including robust EHCPs where appropriate.
- To increase the confidence, sensitivity and expertise of teachers and support staff when teaching or supporting a wide range of pupils with disabilities.
- To meet the requirements of the Equalities Act and the SEND Code of Practice in respect of pupils with disabilities.

### **5. DEFINITIONS**

Definition of Disability (Equality Act 2010): "A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day-to-day activities."

Definition of Special Educational Needs (SEND Code of Practice September 2014) - A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or young person has a learning difficulty or disability if he or she:

a) has a significantly greater difficulty in learning than the majority of others of the same age,

or

b) has a disability which prevents or hinders him or her from making use of facilities of the kind generally provided for others of the same age in mainstream schools. This will include pupils with medical needs.

## **6. THE ACCESSIBILITY PLAN**

This plan summarises our development priorities in the three areas specified by the Equality Act 2010. The school is also committed to making reasonable adjustments for individual pupils to ensure all pupils can be involved in every aspect of school life, in partnership with their families, and that barriers to learning are removed.

To increase the extent to which pupils with disabilities can participate in the school's curriculum.

Pupils with SEND (special educational needs or disability) are given access to the curriculum supported by the school's specialist SEND provision and in line with the needs of the individual and the wishes of their parents/carers. Every effort is made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO liaises with parents and agencies and specialist advice is followed.

The school curriculum is regularly reviewed to ensure that it is accessible to pupils of all levels and abilities and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

Our Special Educational Needs and Disability Policy, Local Offer and SEND Report outline the provision the school already has in place to support pupils with special educational needs and disabilities (SEND). This includes:

a) Identification of SEND at a very early stage through pupil progress meetings, observations, supported by individual provision maps and the SEND register.

b) Keeping staff fully informed of the special educational needs/disability of any pupil in their charge, including sharing progress reports, medical reports and pupil/parent feedback.

c) Listening to pupil and parent/carer views and considering them in all aspects of school life.

d) Awareness-raising programmes for all pupils about the range of disabilities in the school, in particular creating a very supportive base for each pupil with disabilities within their class or group.

e) Regular training opportunities for staff on SEND and appropriate teaching and learning strategies.

f) Increasingly specialised in-class support or guidance from trained Support Staff members.

g) Specific specialist intervention to build skills (particularly for English and Maths) in small groups and/or adapted timetables.

h) Specialist advice from other professionals (e.g. speech and language therapist, educational psychologist, school nurse, hearing impaired service, cognition and learning) on how to adapt the curriculum and teaching strategies for individuals.

- i) Special access arrangements for statutory and non-statutory tests.
- j) Specific target setting and monitoring to ensure all pupils with SEND make at least sufficient progress and accelerated progress in intervention groups.
- k) A structured and dedicated Nursery/Reception and Year 6/7 transition programme for vulnerable pupils.
- l) Multi-agency support coordinated by the Community Team.

The school environment already incorporates many features to ensure accessibility to pupils with disabilities. These include:

- c) The front of the school has flat access to allow full independent access, including for wheelchair users.
- d) A disabled toilet is available for pupils to access.
- e) A shower facility is available
- f) One evacuation chair is available, and relevant staff are trained to use it.
- g) Customised furniture and/or equipment is available as required.

In addition, teachers are given advice on how to move and arrange furniture, how to manage lighting, noise and visual stimulus, how to create visual timetables etc., so that individual pupils' needs are met. Similar attention is given to how pupils' needs can be met on school journeys and visits.

The school carries out an accessibility audit every three years in advance of reviewing this policy.

Teachers and Support Staff consider the needs of each SEND pupil and provide accessible learning resources for them. The increasing use of Interactive Whiteboards/Touchscreens and other digital technologies have diversified the ways in which information is presented to all pupils. Visual and audio information is now as common as written information.

In addition, the school makes the following available as appropriate:

- a) Differentiated resources with particular attention to reading age, plain English, images and layout.
- b) Laptops and other digital technologies, including voice-activated software for use in lessons, e.g. Clicker 7.
- c) Coloured overlays for text.
- d) Tactile resources.
- e) Readers and/or scribes in tests, where appropriate.
- f) Specific information in the home school diaries.

The following opportunities to further enhance accessibility will be explored:

- a) Regular, clear and relevant information for parents/carers in community languages, where required.

## **7. RESPONSIBILITIES**

- All staff are responsible for identifying and removing barriers to learning for pupils with disabilities.
- All leaders are responsible for improving accessibility within their remit.

- The Governing Body is responsible for the approval of this plan.
- The Headteacher is responsible for ensuring the resourcing, implementation and updating of this plan.
- Teachers are responsible for ensuring that all current pupils' needs are covered by this plan, and the SENDCo is responsible for monitoring the effectiveness of the plan in meeting the needs of pupils with disabilities.

## **8. REVIEW**

This Accessibility Plan has the status of a policy of the Governing Body and is reviewed every three years. The views of pupils with disabilities and their parents/carers will feed into the review.

## **9. RELATED POLICIES**

- Equality Statements and Objectives
- Special Educational Needs and Disability Policy and Local Offer
- Behaviour Policy

| Priority   | Lead                        | Strategy/Action   | Resources                          | Timescale   | Success Criteria  |
|--|-----------------------------|---|------------------------------------|---|---|
| Strengthen parent/carer engagement so that accessibility needs are identified early and reviewed regularly.  | SLT                         | <p>Use admission meetings, SEND reviews, parent consultations and review meetings to identify access barriers and agree reasonable adjustments.</p> <p>Ensure the SENDCo and Community Team are involved where family circumstances, attendance, medical needs or communication barriers may affect access.</p>   | Time allocated                     | Ongoing, reviewed termly through SEND and pastoral review cycles.                   | Pupils' access needs are recorded, shared with relevant staff and reviewed with parents/carers. Families understand the support in place and know how to raise emerging concerns.   |
| Build staff confidence and expertise in adapting teaching, learning and care so that pupils with SEND and disabilities can access the full curriculum. | SLT / SENDCO / School Nurse | <p>Asthma and Epi-pen training</p> <p>T1 Diabetes training</p> <p>Intimate care policy and trained staff</p> <p>Training from SALT on social communication, receptive and expressive language, speech sounds and WellComm intervention.</p> <p>Provide targeted CPD linked to current pupil need, including medical needs, communication and interaction, cognition and learning, sensory needs and emotional regulation.</p> <p>Use advice from SALT, SCIL, specialist teachers, educational psychology and health professionals</p> | Training time<br>TA time allocated | Annual training cycle, with additional training when individual pupil needs change. | <p>Staff training records are maintained and show that relevant adults have received training linked to pupils' needs.</p> <p>Learning walks, SEND reviews and pupil progress meetings show that adaptations are used consistently and barriers to learning are reduced.</p> <p>Maintain records of staff trained</p> |

|  |                                |   |  |  |  |
|--|--------------------------------|---|--|--|--|
|  |                                | <p>to strengthen classroom practice and intervention planning.</p> <p>Online resources for CPD shared with staff</p> <p>Ongoing guidance from specialist teachers</p>   |  |  |  |
| <p>Ensure assistive technology and adapted resources are used effectively to remove barriers to recording, reading and communication.</p>                              | <p>SENCO / SLT</p>             | <p>Audit pupil access needs and match resources, software and adult support to identified barriers.</p> <p>Use of IT, including Clicker and Widgit.</p>   | <p>Specific apps to support learning on iPad</p> | <p>Reviewed termly through SEND provision mapping and pupil progress meetings.</p> | <p>Pupils use agreed tools and resources confidently to access learning and demonstrate understanding.</p> <p>Evidence from books, pupil voice and staff feedback shows improved access to curriculum tasks.</p>                                   |
| <p>Strengthen curriculum adaptations so that pupils with complex SEND, communication needs or social and emotional needs can participate meaningfully in learning.</p> | <p>SENDCO / Community Team</p> | <p>Use individual plans, pastoral support, timetable adaptations and targeted interventions to support access to learning.</p> <p>Individual interventions</p> <p>Speech and language therapy programmes</p> <p>Specific training in word processing skills through Clicker</p> | <p>SALT therapy</p>                              | <p>Reviewed at least termly and following significant changes in need.</p>         | <p>Individual provision maps and support plans show clear adaptations, reviewed actions and evidence of impact.</p> <p>Pupils are able to access lessons, interventions, visits and wider opportunities with appropriate adjustments in place.</p> |

|   |                                 |   |                                 |   |  |
|---|---------------------------------|---|---------------------------------|---|--|
|   |                                 | <p>Specific training from outside agencies, e.g. SCIL – Attention Autism.</p> <p>Use of access arrangements for assessment/national tests</p>   |                                 |   |  |
| <p>Maintain timely access to specialist equipment so that pupils' physical, sensory and recording needs are met.</p>                                | SENDCO                          | <p>Identify required equipment through SEND reviews, occupational therapy advice, specialist teacher advice and staff observations.</p> <p>Sloping boards for pupils with fatigue problems or physical disability</p> <p>Coloured overlays/Reading slopes for pupils with visual difficulty</p> <p>Pencil grips and Write from the Start resources for fine motor skills.</p> <p>Use of Widgeit to create adapted resources and support access to classroom environments.</p> <p>Specialist seating</p> | Specialist equipment as listed  | <p>Ongoing, with equipment reviewed when pupil need changes or new advice is received.</p> <p>Ordered as required</p>                                   | <p>Specialist equipment is available, used correctly and reviewed for effectiveness.</p> <p>Pupils can access learning, care routines and the school environment safely and with greater independence.</p> |
| <p>Maintain and review the physical environment so that pupils, staff and visitors with disabilities can access key areas of the school safely.</p> | SENDCo/<br>SLT/<br>Site manager | <p>Complete regular accessibility checks of entrances, ramps, handrails, toilets, changing facilities, classroom layouts and evacuation arrangements.</p> <p>Ramps throughout school</p> <p>Changing facilities</p> <p>Lift</p>   | Specialist facilities as listed | <p>Site checks ongoing, with formal review as part of the three-year accessibility audit and when new needs arise.</p> <p>Built/placed as requested</p> | <p>Accessibility checks identify barriers promptly, and reasonable adjustments are made so pupils, staff and visitors can access key areas safely.</p>   |

