CUBITT TOWN PRIMARY SCHOOL

Accessibility Plan

May 2024 – May 2027

Statutory basis	Equality Act 2010, Schedule 10
Plan period	May 2024 – May 2027 (3 years)
Approved by	Governing Body
Date approved	May 2024
Last reviewed	May 2026
Next full review	May 2027
Lead	Headteacher / Assistant Headteacher – Inclusion

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. Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils.

The plan will be made available online on the school website, and paper copies are available upon request. It can also be provided in alternative formats, such as large print, on 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. We work closely with outside agencies such as the Tower Hamlets Learning Advisory Service, school nursing, the Educational Psychologist (EP) and Phoenix Outreach.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This plan meets the requirements of Schedule 10 of the Equality Act 2010, which requires the governing body to:

- prepare a written accessibility plan covering the three areas set out in section 1;
- cover a period of three years, as prescribed by regulations;

- keep the plan under review during that period and revise it if necessary;
- implement the plan, and allocate adequate resources to do so.

Under the School Information (England) Regulations 2008 (as amended), the school must publish this plan on its website.

Definition of disability

The Equality Act 2010 defines a person as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to carry out normal day-to-day activities. 'Substantial' means more than minor or trivial, and 'long-term' means the effect has lasted, or is likely to last, 12 months or more. This definition is also reflected in the Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years.

The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes and epilepsy. People with cancer, HIV or multiple sclerosis are treated as disabled from the point of diagnosis.

Reasonable adjustments

Schools must make 'reasonable adjustments' for disabled pupils, to avoid any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This includes the provision of auxiliary aids and services, such as specialist equipment or additional support. The duty is anticipatory: we plan ahead for the needs of disabled pupils rather than waiting for an individual pupil to arrive. For schools, the reasonable adjustments duty does not cover changes to physical features of the building; improvements to the physical environment are planned for through this accessibility plan instead.

Related duties and guidance

This plan also takes account of:

- the Public Sector Equality Duty (section 149 of the Equality Act 2010) and the school's published equality objectives;
- Part 3 of the Children and Families Act 2014 and the SEND Code of Practice: 0 to 25 years;
- section 100 of the Children and Families Act 2014 and the Department for Education (DfE) statutory guidance 'Supporting pupils at school with medical conditions';
- the DfE advice 'The Equality Act 2010 and schools';
- Approved Document M of the Building Regulations, for any new building or refurbishment work.

3. Action plan

This action plan sets out how the school will meet the aims of the accessibility plan in accordance with the Equality Act 2010. It is organised around the three areas the plan must cover.

Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Aim 1: Increase access to the curriculum for pupils with a disability					
• Our school uses adaptive teaching so that all pupils can access the curriculum. • We use resources tailored to the needs of pupils who require support to access the curriculum. • We take advice from other services to ensure that resources are prepared and presented in the most accessible way.	• Work is tailored to the needs of the individual child. • Pupils with disabilities have the same access to lessons as those without disabilities.	• Continued monitoring through book looks. • Class teachers to follow advice from the school's SENCo or other professionals, such as the EP or Qualified Teacher of the Deaf / Visually Impaired (QToD / QTVI).	• Class teachers • Subject leaders • SENCo	Ongoing	• Clear adaptations can be seen in pupils' books. • Resources used are appropriate and have been organised in advance.
Curriculum progress is tracked for all pupils, including those with a disability.	Progress of pupils with a disability is tracked robustly.	Progress is analysed and next steps put in place where needed.	• Class teachers • SENCo • Assistant Headteacher	Termly	Staff are aware of the attainment and progress of pupils with a disability. Analysis of data allows further actions to be put in place if needed.
Targets are set effectively and are appropriate for pupils with additional needs.	SMART targets allow pupils and teaching staff to focus on key skills and knowledge to advance pupils' learning.	Targets are reviewed termly. Small steps of progress are recorded during termly SEND update meetings and through assessment.	• Class teachers • SENCo • Assistant Headteacher	Termly	Pupils make progress against their targets.

Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
The curriculum is reviewed to ensure it meets the needs of all pupils.	The curriculum is fit for purpose.	The school's curriculum was relaunched in September 2020 and is reviewed at regular intervals.	• Assistant Headteacher (Teaching and Learning) • Subject leaders	Ongoing	Reviews make considered amendments that ensure all needs are met.
As a school, we ensure that pupils with disabilities are fully represented.	To continue to ensure that pupils with disabilities are fully represented.	Audit curriculum resources, including library books, leaflets and class resources, to ensure they include examples of people with disabilities.	Subject leaders OH to oversee	Ongoing	Pupils with a disability see themselves represented in the curriculum and resources.
The school uses adaptive teaching to ensure pupils of all abilities can access the curriculum fully.	Staff have ongoing CPD to ensure they understand the specific needs of the pupils in their class.	Audit of CPD at the beginning of every school year, with training put in place where needs are identified.	• Assistant Headteacher – Inclusion • SENCo	September each year	Staff knowledge matches the needs in the class.
Children have specific equipment and seating arrangements when needed. A smooth transition to new classes is planned each September, with new ideas implemented for new pupils.	Classroom layouts are accessible for children with a range of learning, social, emotional and mental health (SEMH) and physical needs.	Review and implement a preferred layout of furniture and equipment to support learning in individual classrooms.	• Class teachers • SENCo	Ongoing, with reviews as needed	Lessons start on time, without the need to make adjustments to accommodate the needs of individual pupils.

Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Aim 2: Improve and maintain access to the physical environment					
• The environment is adapted to the needs of pupils as required. This includes: • a ramp to the library building • a lift • wide corridors • disabled parking bays • an accessible toilet on the ground floor with a shower, changing facilities and a hoist.	No pupil with a disability is disadvantaged by the physical school environment.	• There is a lift from the KS2 playground to the first floor of the school. • Parking bays are available by prior arrangement with the office in the school car park. • An accessible toilet, changing area and shower are available on the ground floor of the building.	• Premises Manager • Office staff	Ongoing	Our school is as accessible as possible for pupils with a disability.
Corridor access: most corridors are accessible for wheelchairs and wide enough to manoeuvre.	All corridors are accessible for wheelchair users and those using walking aids.	Corridors to be kept tidy and free from obstructions, other than computer trolleys stored flush to the wall.	• All staff • Premises Manager	Ongoing	All corridors are accessible for wheelchairs and walking aids.
Fire alarms are in place throughout the school.	Everyone in the school, including those with a hearing impairment, will be made aware when the fire alarm goes off.	Visual fire alarms to be installed in new areas of the school on a rolling programme.	• Site Manager • Senior leadership team (SLT)	Ongoing	Fire alarms are accessible to everyone.
Emergency escape routes are labelled well and clearly displayed throughout the school.	Continue to ensure signs are maintained.	Checked as part of the regular health and safety walk-through by SLT.	• Site Manager • SLT	Ongoing	Exits are easily found by anyone in the building.

Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Aim 3: Improve the delivery of information to pupils and parents with a disability					
• Our school uses a range of communication methods to ensure information is accessible. This includes: • internal signage • large print resources • pictorial or symbolic representations • Class Dojo for communication with parents, which translates messages into over 100 languages.	Information is accessible to all pupils and parents.	• Ensure picture signage is placed in appropriate places around the school. • Ensure all resources for pupils with a visual impairment (VI) are of the recommended size. • Access the RNIB library for largeprint books where appropriate. • Follow specialist advice for pupils with a VI or hearing impairment (HI) to create the best learning environment.	• SENCo • Assistant Headteacher • Class teachers	Ongoing	• Information is accessible for pupils who are unable to read. • VI pupils have appropriate resources. • VI pupils have equal access to appropriate home reading books.
Staff are able to use PECS, core boards and Widgit symbols to support pupil communication.	Pre-verbal pupils and those with communication difficulties can communicate with others.	• PECS and/or Widgit symbols are used to support pupils to communicate. • Training in PECS is provided for all adults using PECS with their children.	All staff	Ongoing	Pupils are able to use an alternative way to communicate and make requests if needed.
Staff are aware of Widgit symbols and have received appropriate training.	Widgit is used to support the communication and learning needs of pupils.	• Use Widgit symbols to label trays. • Use visual timetables and calendars.	• SENCo • Class teachers • Learning support assistants (LSAs)	Ongoing	Classrooms have these resources in place and staff use them as part of daily practice.
Staff are welcoming and happy to invite parents and visitors into school.	Face-to-face communication with parents and visitors at the front desk.	Create leaflets, available at the front desk, to direct parents and visitors to local support networks.	• SENCo • Lead practitioners	Ongoing	• Leaflets are on display. • A staff member is available to translate into community languages where possible.

4. Monitoring arrangements

This plan covers a three-year period and will be fully reviewed every three years. Progress against the action plan will be reviewed annually by the senior leadership team and reported to the governing body. The plan may be reviewed and updated more frequently if necessary, for example if a pupil with new access needs joins the school or following changes to the building.

The views of pupils, parents, staff and governors will be sought as part of each review.

The plan will be approved by the 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
- Special educational needs (SEN) information report
- SEND / Inclusion policy
- Supporting pupils with medical conditions policy
- First aid policy
- Complaints procedure

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken / further information	Person responsible	Date to complete actions by
Number of storeys	The school is arranged over three floors, with staircases leading to each floor.	• There is a lift from the ground floor to the first floor. • There are a few steps between the first-floor corridor and the KS2 hall. A stairlift is now in place. • Pupils do not need to access the third floor. • The PPA room is on the third floor, which may not be accessible to staff who are unable to climb stairs.	n/a	n/a
Corridor access	Most classrooms are accessible from the main corridor. These corridors are also used to store computer trolleys.	• Corridors to be kept clear of anything other than computer trolleys. • Staff return computer trolleys to the corridor so that they are stored flush with the walls and all leads are off the floor.	• All staff • Premises Manager	Daily check
Lifts	A lift is available from the KS2 playground up to the first floor / KS2 area of the building. There is a stair lift from KS2 to the hall area (dining/PE and assembly if needed)	Lift area to be kept clear at all times. Key to be requested	• All staff • Premises Manager	Daily
Parking bays	The school car park has sufficient parking bays for staff and visitors.	Visitors who need a parking bay to access the school easily can arrange this in advance with the school office.	Office staff	As needed
Entrances	The two main entrances to the school are accessed via staircases.	An alternative, step-free way into the school is via the lift by the middle stairs, accessed from the playground.	All staff	As needed
Ramps and level access	There is level access into the school via the main entrance on Manchester Road, and from the Reception and KS1 playgrounds into the main corridor.	The accessible toilet on the ground floor can be reached via level access.	All staff	As needed

Feature	Description	Actions to be taken / further information	Person responsible	Date to complete actions by
Toilets	• There is level access to the KS2 playground toilets from that playground. • There is an accessible toilet on the ground floor, with a changing station, toilet, hoist and shower, which can be used by pupils, visitors and staff.	• Nursery toilets are accessible from the classroom. • Reception / KS1 toilets are accessible from the classrooms. There is one step up to the toilets from the Reception / KS1 playgrounds. • The Y3/4 toilets have level access from the main KS2 corridor, but may not be fully accessible for pupils using walking equipment or a wheelchair. • The Y5/6 toilets are accessible via a stairlift if needed. • Staff have access to toilets via level access.	Premises Manager	As needed
Reception area	The reception area was rebuilt following amalgamation, giving visitors more space to wait without affecting learning.	Chairs are available at reception for parents and visitors if needed.	Office staff	As needed
Emergency escape routes	• All emergency escape routes are clearly marked throughout the school. • Escape routes are displayed in each room, and visitors are told which escape route to use when they arrive.	• Emergency escape routes to be reviewed yearly, or sooner if needed. • A smaller evacuation wheelchair is stored under the stairs so wheelchair users can be evacuated if needed.	• Headteacher • Premises Manager	Yearly, or as needed
Personal Emergency Evacuation Plans (PEEPs)	PEEPs are in place for pupils and staff who may have difficulty responding to a fire alarm or leaving the building unaided.	PEEPs to be updated yearly, or sooner if needed.	Assistant Headteacher	Yearly, or sooner if needed

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