



# Accessibility Policy

**Review Date: June 2025**

**Next review Date: June 2028**

**Adopted by the Governing Body on 7<sup>th</sup> July 2025**

## Review

The governing body reviews this policy every three years. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

### VERIFICATION CERTIFICATE

Document Title:	Accessibility Policy
Issue:	3
Reviewer:	Karl Turner
Position:	Business Manager
Date:	15/05/2025
Approver: (on behalf of the Governing Body)	Nic Dowler
Position:	Chair of Governors
Signature:	<i>N. Dowler</i>
Date:	07/07/2025

### DOCUMENT ISSUE/AMENDMENT HISTORY

(previous versions not numbered nor amendments noted)

Issue	Date	Amendment
1	9 December 2019	Policy reviewed and updated for full governor ratification
2	23 May 2022	Policy reviewed
3	15 May 2025	Policy reviewed

## Introduction

At Cirencester Primary School and Nursery we strive to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of the school community, everyone is equally valued and treat one another with respect.

This Policy is in line with our Safeguarding Policy.

Our definition of disability is:

*“A person suffers a disability 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 carry out normal day-to-day activities.”*

Long term is defined as lasting, or likely to last, for at least 12 months.

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' or staff's everyday lives.

The Equality Act 2010 replaces all existing equality legislation. It requires schools to consider the single Equality Duty, in which reference to 'disabled people' including disabled children, young people and adults, as pupils, employees, governors, parents, carers and other members of the wider community who might use the school premises. Schools must actively promote equality of opportunity for all disabled people and promote positive attitudes towards disabled people.

The Act makes it unlawful for the governing body of a school to discriminate against, harass or victimise a pupil with a protected characteristic, including disability:

- in relation to admissions
- in the way it provides education for pupils
- in the way it provides pupils access to any benefit, facility or service
- by excluding a pupil or subjecting them to any other detriment.

The duty requires schools to make reasonable adjustments to ensure that disabled pupils can play as full a part as possible in school life. The duty is summarised as follows:

- Where something a school does places a disabled pupil at a disadvantage compared to other pupils then the school must take reasonable steps to avoid that disadvantage.
- Schools will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so and if such an aid would alleviate any substantial disadvantage that the pupil faces in comparison to non-disabled pupils.

The LA and governing body of a school must publish and implement accessibility plans.

## Scope of the Plan:

This plan covers all three main strands of the planning duty:

1. Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.

This strand of the planning duty covers aids to improve the physical environment of school and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes) internal and external doors, gates, toilet and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access

include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept keyboards, switches, specialist desks and chairs, portable aids for children with motor co-ordination and poor eye/hand skills, such as specialist pencils and pens.

In maintained schools the provision of a specialist piece of equipment or extra assistance will be made through the SEND framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEND route and those provided under the planning duty is that the SEND duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of population (and future population) of the school. For example, a pupil with visual impairment might have low vision aids provided through the Statement of SEND but the school might as a general measure provide blinds and adjustable lighting through the planning duty.

## 2. Increase the extent to which disabled pupils can participate in schools' curriculum.

This strand of the planning duty will help to improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

School will be expected to plan to improve progressively, access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEND framework. The accessibility strategies and plans will help to ensure that school is planning and preparing to respond to the particular needs of individual pupils.

## 3. Improving the delivery of information to pupils with disabilities.

This part of the duty covers planning to make information normally provided by the school in writing to its pupils, available to disabled pupils. This will include alternative formats such as Braille, audio tape, large print and also the provision of information orally, through lip speaking or sign language. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and parents' preferred formats.

### **Aims:**

Cirencester Primary School aims to include all pupils, including those with disabilities. Our strategies to do this will include:

- Having high expectations of all pupils.
- Finding ways in which all pupils can take part in a full curriculum including sport, music and drama.
- Planning out of school activities including all school trips and excursions so that pupils with disabilities can take part.
- Setting admissions policy and criteria which does not discriminate against pupils with disabilities or treat them unfairly.
- Devising teaching strategies which will remove barriers to learning and participation for pupils with disabilities.
- Planning the physical environment of the school to cater for the needs of pupils with disabilities.
- Raising awareness of disability amongst the school staff through a programme of

training.

- Providing written information for pupils with disabilities in a form which is user friendly.
- Using language which does not offend, making staff and pupils aware of the importance of language.
- Examining our library and reading books to ensure that there are examples of positive images of disabled pupils.

### **Other related school policies:**

Equality for disabled pupils is included as an explicit aim in all school policies including:

- Admissions
- Behaviour
- Equal opportunities
- SEND
- Teaching and Learning

### **Actions to ensure equality for pupils with disabilities:**

1. Undertake a review using the School Development Plan, Local Authority information; school records; SEND information and views of stakeholders.
2. As a result of the review write an action plan which includes targets, make the policy and targets known to staff, pupils and parents, monitor the success of the plan and review it annually.
3. Be aware that future pupils with disabilities may require specific accessibility strategies to meet their specific needs.

### **Monitoring:**

We recognise that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and we will monitor:

- Admissions
- Attainment
- Attendance
- Exclusions
- SEND Register
- Effect of teaching and learning strategies
- Extra-curricular activities
- Selection and recruitment of staff
- Governing body representation
- Equality Policy

## Cirencester Primary School Accessibility Action Plan

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

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
<p>Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.</p>	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> <p><i>Access to ATS for specialist support where needed.</i></p>	<p>All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.</p>	<p>Audit of staff training requirements to be undertaken</p>	<p>School Business Manager</p> <p>SLT</p> <p>SENDCo</p>	<p>Ongoing Plan</p>	

<p>Increase the extent to which disabled pupils can participate in school's curriculum</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Ramps</i></li> <li>• <i>Corridor width – Widened Doorways</i></li> <li>• <i>Disabled toilets and changing facilities</i></li> <li>• <i>Library shelves at wheelchair-accessible height</i></li> <li>• <i>Handrails</i></li> </ul>	<p>Ensure grounds accessible to all</p>		<p>Site Manager</p> <p>SLT</p> <p>SENDCo</p>	<p>Ongoing Plan</p>	
--	---	---	--	--	---------------------	--

<p>Improving the delivery of information to pupils and parents/carers with disabilities</p>	<p><i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Internal signage</i></li> <li>• <i>Large print resources</i></li> <li>• <i>Using different medias to get information to pupils, staff and parents</i></li> <li>• <i>Availability of written material in alternative formats</i></li> </ul>	<p>The school will be able to provide written information in different formats when required for individual purposes</p> <p>Parents and pupil's to be more engaged with activities and opportunities at the school</p>	<p>Staff to be aware of parents/carers who need access to written material in an alternative format.</p> <p>School website and the school newsletter.</p>	<p>HT</p> <p>HT</p>	<p>Ongoing Plan</p>	
---	---	--	---	---------------------	---------------------	--