



**Cornerstone Academy Trust**  
**Broadclyst Community Primary School**

**ACCESSIBILITY PLAN**

# This Policy relates to Broadclyst Community Primary School

## 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

Cornerstone Trust aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made available online on the school website, and paper copies are available upon request.

The Trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Trust'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.

## 2. 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.

### 3. 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>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils. The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>School to provide access to IT provision including:</p>	<p>All Pupils to access all areas of the curriculum</p> <p>Pupils see role models through curriculum</p> <p>All pupils with SEND have short and long term targets</p>	<p>Ensure the differentiated curriculum is monitored via Classroom Observation Cycle and Health of the Subject Reviews and actions completed</p> <p>Include training during CPD sessions regarding the inclusion of people with disabilities in resources</p> <p>Continue to track progress regularly via Assessment process</p> <p>Continue to set targets for pupils with SEND and monitor progress</p>	<p>David James Chris Hall Alex Pulfer</p> <p>Chris Hall Anthony Lees Teachers and Leadership Team</p> <p>Teresa Cavallo Emily Daniels</p>	<p>Ongoing</p> <p>Annually</p> <p>Termly</p> <p>Termly</p>	<p>Curriculum feedback provided to teachers and curriculum differentiated appropriately leading to progress</p> <p>Resources include examples of people with disabilities</p> <p>Progress of all pupils is tracked and linked to targets</p> <p>Targets are monitored and adjusted as necessary and support implemented</p>

	<p>1:1 device</p> <p>Accessibility features in Office</p> <p>Touch Screen &amp; Digital Ink</p> <p>Immersive Reader/Dictate</p> <p>Clicker 8 – Writing Software</p> <p>Nessy – Spelling &amp; Reading software</p> <p>Handwriting Recognition &amp; Ink Replay</p>					
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <p>The Broadclyst physical site meets the Disability Standards expected even though part of the site are very old – provision for access is in place.</p> <p>All doors and corridors are accessible width.</p> <p>Toilet and changing facilities are accessible and located throughout the building.</p> <p>Disabled parking bays are available</p>	<p>The physical environment will remain accessible for all with a disability</p>	<p>Implement maintenance programme</p> <p>Yearly check by Facilities Department to check for accessibility concerns.</p>	<p>Graham Newbery</p>	<p>Ongoing</p>	<p>Maintenance programme will be ongoing and ensure the physical environment is in working order and accessible</p> <p>Document – Accessibility Plan is held in the Health &amp; Safet Team, TCAT file.</p>

<p>Improve the delivery of information to pupils with a disability</p>	<p>The School uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Every classroom is fitted with a Soundfield System</li> <li>• Communication is via email and as such font and colour can be adjusted</li> <li>• Meetings can be attended virtually</li> </ul>	<p>School information is accessible to all pupils and parents</p>	<p>Ensure use by all staff of all available resources</p> <p>Ensure communication of these options is clear and easily accessible for parents</p>	<p>Leadership Team</p>		
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#### **4. 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 Trustees.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Special educational needs and disabilities (SEND) Policy and information report
- Supporting pupils with medical conditions policy
- Accessibility Plan form held in the Health & Safety Team, TCAT file.