



**Comberton
Primary School**

*A caring community
for all to shine*

Comberton Primary School

Accessibility Plan

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Approved by & date:	Full Governing Body Sep 2025

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Statement of intent

This plan outlines how Comberton Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where 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.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality Policy
- Admissions Policy
- Behaviour and Relationships Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils’ disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

4. Planning duty 1: Curriculum

Intent	Key Persons	Time	Resources	Implementation	Impact
To promote understanding and tolerance in relation to people with disabilities.	Staff: DF Govs: Raising Standards Committee	Sep 2025-26	Visits/visitors Use of assembly time Choice of texts, representation through images, choice of artists, authors etc	<ul style="list-style-type: none"> • Review current provision and evaluate how we currently promote pupils’ understanding of disability. • Continue to promote our school values - especially tolerance, collaboration and respect. • Raise awareness through school assemblies and the curriculum – recognise national days, events (Paralympics), discussion, charity events, PSHRE • Encourage and promote disabled visitors in school • Explore and celebrate difference at every opportunity 	Experiences both in and beyond the curriculum address any pupil prejudice and promote understanding and tolerance in relation to people with disabilities.

To promote cultural development and understanding through a rich range of experiences both in and beyond the school and tackle prejudice.	Staff: DF, SW, HL, KH Govs: Raising Standards Committee	Sep 2025-26	Seek further Local Councillor Contribution	<ul style="list-style-type: none"> • Review current provision and evaluate how we currently promote pupils' understanding of different cultures and beliefs. • Continue to promote our school values - especially tolerance, collaboration and respect. • Raise awareness through school assemblies and the curriculum: recognise religious festivals, celebrations and events; Implementation of RE revised syllabus; promote discussion. • Continue our programme of visits to a range of different places of worship. • Promote and celebrate diversity through assemblies and curriculum events. 	Experiences both in and beyond the curriculum address any pupil prejudice and promote understanding and tolerance in relation to people with different beliefs, cultures or religions.
To ensure our curriculum and environment supports pupils with SEND – focus on key areas of need within the school: ASD, ADHD, emotional regulation, speech and language	JP, PB, DF, DT Subject leaders Class teachers	Sep 25-26 JP Inclusion conference Summer July 2025 TA training girls with Autism May 2025 Behaviour and Relationships staff training Sep 2025 Behaviour Recovery training Sep 2025 JP inclusion networks - termly	Training costs for whole staff twilights EP SLA SEN/CPD budget allowance	<ul style="list-style-type: none"> • SENCo to review training needs and identify training opportunities for staff • wellcomm implementation for EYFS cohort – ongoing use of assessments to close gaps • Regular meetings with SALT • Regular meetings with Unity PRU, CCN, Ed Psych to update knowledge and provision and advice. • Regular pupils progress meetings for pupils with SEND with JP to support effective provision mapping. • Source resources to be used to develop equality of access to the curriculum (ICT, dyslexia overlays, pencil grips etc...) • Review and monitoring of implementation. • Planning at Curriculum design stage will reflect needs of the pupils • Subject leads focus on access for pupils with SEND through monitoring (learning walks and pupil voice representation) • Review of behaviour recovery implementation for pupils with SEND (JP) • JP attend termly SEN network meetings • Continue to develop 'experts' within the team to support other staff with best practice (SDP 25-26) 	The learning environment will be accessible to all and strategies will be developed which allow accessibility to the curriculum for pupils with specific needs.

5. Planning duty 2: Physical environment

Intent	Key Persons	Time	Resources	Implementation	Impact
To ensure the physical environment of the school is accessible to all	Site Manager Head teacher Pupils Parents Staff	Ongoing evaluation by HT, DHT, site manager and Gov	Premise budget LA capital. Grant funding	Evaluation of physical environment by HT, DHT, site manager and Gov to ensure accessibility to all areas of school.	An established annual review of the site and all works actioned to address accessibility issues rising from review.

			<p>DFC for larger scale works</p> <p>NHS grant for sensory garden accessibility</p>	<p>HT to ensure indoor and outdoor spaces are fully accessible and facilities ensure accessibility (eg lift to 1st floor, handrails in cubicles and on ramps.)</p> <p>External: steps, playgrounds, access to main building, EYFS block, main gate, field</p> <p>Internal: moving around school (corridors), through doorways, access to emergency exits, changing facilities</p>	<p>Feedback details the site is accessible to all members of the community.</p>
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6. Planning duty 3: Information

Intent	Key Persons	Time	Resources	Implementation	Impact
To provide means of communication that match the needs of all stakeholders	DF, JP CB	Sep 25-26	Reprographics £100 Website SLA	<ul style="list-style-type: none"> • Seek parental views on current communication methods through parent questionnaires and discussions • Seek advice from external advisors (website providers) to understand how to make information more accessible. • Provide written information in alternative formats • Provide suitably enlarged, clear print for pupils/parents with a visual impairment • Make available documentation on website for parents with English as an Additional Language where identified • Provide information and letters in clear print in "simple" English. • School office will support and help parents to access information and complete school forms • Use of FSW to support families where adapted provision is needed and signpost to relevant outlets of additional support 	Parents with additional needs (language barriers, disabilities) will detail that school information is accessible to all and any feedback will be used to improve provision.

7. Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this plan is July 2026. Any changes to this plan will be communicated to all staff members and relevant stakeholders.