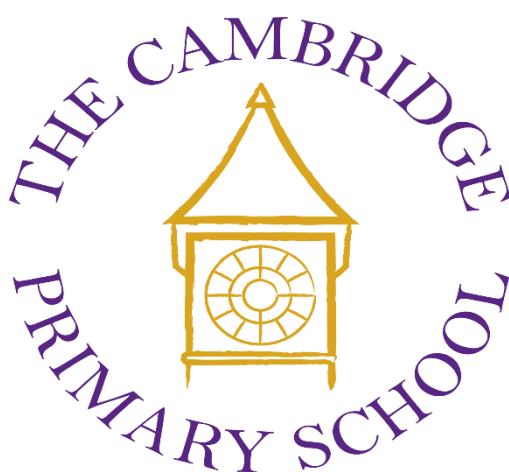


THE CAMBRIDGE PRIMARY SCHOOL

ACCESSIBILITY POLICY

2023



Date of Approval:	Sept 2023
Date of Next Review:	Sept 2026

The Cambridge Primary School
Queens Avenue, Wellesley
Aldershot, Hampshire GU11 4AA
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The Cambridge Primary School

Accessibility Policy

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act (DDA) 1995, as amended by the SEN and Disability Act 2001 (SENDA)- ***“Getting It Right For Future Generations”***

It draws on the guidance set out in Accessible Schools: Planning to increase access to schools for disabled pupils, issued by DfE in July 2002.

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

- Compliance with the DDA is consistent with the school’s aims and Equality Policy, and the operation of the school’s SEND policy
- The school recognises its duty under the DDA (as amended by the SENDA)
- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish the Accessibility Policy on the website
- In performing their duties, governors and staff will have regard to the SEND Code of Practice (2002)
- The school recognises and values parents’ knowledge of their child’s disability and its effect on his/her ability to carry out normal activities, and respects the parents’ and child’s right to confidentiality
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, and endorses the key principles in the National Curriculum, which underpin the development of a more inclusive curriculum

How we will achieve access for all

1. Starting points

1.1 Vision and values

The Cambridge Primary School has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life. The school will:

- set suitable learning challenges
- respond to pupils diverse needs
- overcome potential barriers to learning and assessment for individuals and groups of pupils

The school aims to identify and remove barriers to disabled pupils in every area of school life and make all children feel welcome irrespective of race, colour, creed or impairment.

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1.2 Involvement

This will include:

- The views and aspirations of disabled children
- The views and aspirations of the parents of disabled children
- The views and aspirations of other disabled people or voluntary organisations
- The priorities of the local authority

1.3 Information gathering from pupil data and school audit

The definition of disability is defined by the Disability Discrimination Act 1995.

“A person has 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”

About 7% of children under the age of 16 may have a disability.

Use of data:

The school will use all available information and data to identify disabled individuals and use the data to support the accessibility plan. Currently the data includes:

- Entry details including parental information
- SEND report data
- Advance information and consultation with Pre-schools and Health Service to identify disabled pupils before they start school

Outcomes:

The school will also make detailed analysis of outcome data at key checkpoints throughout the year to:

- Check the progress of these children
- Ensure these children are checked in lesson observations and Head teacher monitoring
- Check the achievements of disabled children in extra-curricular activities
- Ensure the five Every Child Matters outcomes are integrated into the school

2. Main priorities

2.1 Increasing the extent to which disabled pupils can participate in the school curriculum:

- Ensure that teachers and LSA's have the necessary training to teach and support disabled pupils
- Ensure the classrooms are optimally organised for disabled pupils
- Ensure all lessons provide opportunities for all pupils to achieve
- Check that all lessons are responsive to pupil diversity
- Provide that lessons involve work to be done by individuals, pairs, groups and the whole class
- Ensure that all pupils are encouraged to take part in music, drama and physical activities
- Check that staff recognise and allow for the mental effort expended by some disabled pupils i.e. lip reading for a deaf child, physical exercise for some disabled children

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- Ensure that all pupils and staff can effectively maximise the use of accessibility features built in to currently available technology
- Monitor and exploit the potential of new and future developments in ICT as a means of addressing current barriers to participation
- Provide staff, pupils and parents with the necessary skills and knowledge to create a positive attitude towards using technology as a tool for providing inclusive education
- Check that school visits are open to all
- Provide high expectations of all pupils
- Seek to remove all barriers to learning and participation

2.2 Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

- Check the layout of areas allow access for all pupils
- Ensure that wheelchairs can access the whole building
- Check that pathways around the school are logical and well signed
- Ensure emergency and evacuation systems inform all children, alarms being visual and auditory
- Provide décor and signage suitable for all children and not confusing or disorientating to those with visual impairment, autism or epilepsy
- Check that all areas are well lit
- Check to reduce background noise for hearing impaired children
- Hearing loop available at school office and in school hall
- Ensure furniture is selected and located to suit all children

2.3 Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

- Provide information in simple language, symbols, large print, audio tape or Braille for pupils who have difficulty with standard forms of print
- Ensure information is presented in user friendly ways to disabled pupils when working in groups
- Provide written information in different formats as required
- Ensure staff are familiar with technology and practices to support disabled pupils
- Check preferences expressed by the pupils or their parents

3. Making it happen

3.1 Implementation and action plans

In order to ensure that action is taken to meet the Accessibility Plan priorities, The Cambridge Primary School has drawn up an action plan to make things happen, which outlines how the requirements of the will be met. The Accessibility Action plan (see page 5) has been written using the Hampshire Self Audit Form.

3.2 Reviewing and revising

This policy will be reviewed and revised every 3 years or when necessary.

The plan is also available in the following formats, on request to the Headteacher: e-mail, enlarged print version, etc.

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**The Cambridge Primary School
Accessibility Plan 2020-2023**

Current provision:

Provision	Purpose	Outcome
School grounds are level (no step to enter building or around ground floor of building).	To allow wheelchair access for the whole site.	Wheelchair friendly school and grounds to allow all pupils to fully participate in school life.
A lift to get from the ground floor to the first floor.	To allow wheelchair access to the first floor.	Wheelchair friendly school to allow all pupils to fully participate in school life.
A refuge point at the top of the 3 stairwells with intercom system to front office.	To ensure there is a safe area for wheelchairs to wait and communicate, in the event of a fire.	A safe environment for wheel chair users.
3 Toilets with disabled access (two in the ground floor and one on the first floor).	To provide easy access to facilities for wheelchair users.	Wheelchair friendly school.
A hygiene room on the ground floor (located near the Reception classes).	To provide washing facilities, in case of soiling and to provide toilet facilities with wheelchair access.	Wheelchair friendly school and high standards of hygiene for pupils in our provision.
A Hearing Loop system.	To provide a sound system for people with hearing aids.	Hearing aid friendly school.
Intervention rooms and spaces on the ground floor and first floor.	To provide learning areas outside of the classroom setting for focused work, informal discussions and intervention activities.	An adaptable curriculum accessible for all.
Wide corridors	To allow wheelchair access between classrooms.	Wheelchair friendly school.

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Action Plan to maintain and develop accessibility:

	Targets	Strategies	Outcome	Time Scale & Priority
Short Term	To ensure disabled pupils can participate in the school curriculum fully	Ensure teachers and LSAs have the necessary training to teach and support pupils. School to check each summer term for new Year R children who may need extra support – ensure equipment is provided to meet their needs.	Pupils can participate fully	Yearly - High
	To ensure the physical environment of the school does not hinder disabled pupils	Ensure wheelchairs/ walkers can access the whole building. If additional support required, referral can be completed to children's therapy service for Occupational Therapy (OT) support.	Wheel chair friendly school and grounds	Yearly - Low
	To ensure the school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	Create access support plans for individual disabled pupils which can be used as part of the EHCP process when required. Be aware of staff, governors and parents access needs and meet as appropriate.	Pupils can participate fully	As required - High
	To improve communication for disabled visitors and parents	Include information on school website for disabled visitors. Survey parents regarding their communication needs. School to be aware of converting written information into alternative formats.	Survey of parental needs for school access	Website updated Compiled list of parental needs which are used to maintain communication. School able to deliver information in appropriate formats.
Long Term	Training for governors and all staff on disability issues.	Headteacher to liaise with SENCO/ governors to arrange training.	Staff have a more highly developed awareness and knowledge	Whole school training to have been completed within 3 years - Low
	Liaise with school community to identify future needs	Headteacher to send out a questionnaire	Information gained will help future plans	Questionnaire sent out with a two year time scale - Medium

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