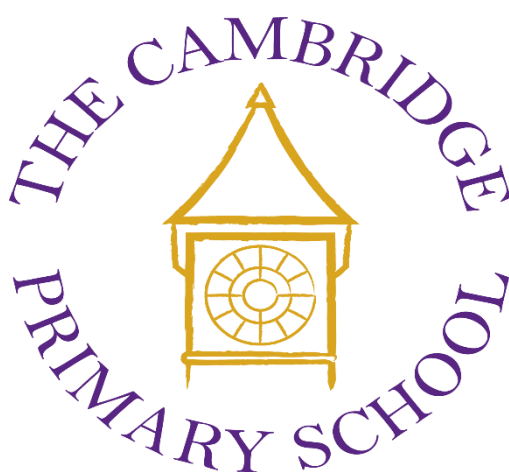


THE CAMBRIDGE PRIMARY SCHOOL

ACCESSIBILITY POLICY

2026-2029



Date of Approval:	July 2026
Date of Next Review:	July 2029

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

Accessibility Policy

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 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 Cambridge Primary School aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness and removing any barriers to communication.

At The Cambridge Primary School, we encourage each child's sense of individual worth – developing the child's capacity to live as an independent, self-motivated person and realise their potential. As a school, we aim to ensure that:

- All pupils have access to the curriculum
- Teaching, learning and curriculum promotes equality, community, cohesion and celebrates diversity
- Discrimination, harassment or victimisation are eliminated to ensure no one is unfairly disadvantaged due to protected characteristics

At The Cambridge Primary School, we have a commitment to:

- Protecting the protected characteristics of staff and pupils
- Not treat disabled pupils less favourably
- Take reasonable steps to avoid disadvantage
- Work in partnership with families and external agencies
- Ensure a broad and balanced curriculum for all pupils
- Maintain high expectations for all learners

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

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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](#).

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The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

The Cambridge Primary School is required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This may include, but is not limited to;

- Providing auxiliary aids (e.g., coloured overlays, writing slopes, specialist chairs)
- Adjusting timetables for medical appointments
- Modifying PE equipment or activities
- Providing rest breaks or movement breaks

This policy complies with our funding agreement and articles of association.

Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

The Head Teacher and Senior Leadership Team will review progress against the action plan termly and update the Local Advisory Committee.

It will be reviewed by the Head Teacher and the Senior Leadership Team. It will be approved by the Local Advisory Committee.

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 policy
- Supporting pupils with medical conditions policy

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**The Cambridge Primary School
Accessibility Plan 2026-2029**

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 and PEEPs for pupils who need them.	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:

Aim	Current Practice	Objectives	Actions	Responsibility	Timescale	Success Criteria
Increase access to the curriculum	Examples include: Adaptive teaching, OAP, APDR cycles, interventions (ELSA, WellComm), provision mapping, Pre-teaching of vocabulary, Use of concrete resources in maths, Differentiated texts in reading, Alternative recording methods (e.g., voice recording, scribing)	Improve independence, engagement and progress for pupils with SEND	- Continue staff CPD (SEND, SEMH, communication) - Embed high-quality adaptive teaching - Expand targeted interventions - Strengthen use of pupil voice	SENCo / SLT	Ongoing (review termly)	90% of pupils with SEND meet or exceed their individual targets each term Pupil voice surveys show 80%+ report feeling supported in lessons
Improve physical environment	Accessible classrooms, sensory approaches, reasonable adjustments for individual needs	Ensure full accessibility of the site and facilities	- Conduct accessibility audit annually in Spring Term - Improve signage and navigation - Review lighting, acoustics and sensory spaces as part of annual sensory audit in Spring term - Plan reasonable adjustments for individual pupils	Headteacher / SBM	Annual review	Pupil voice surveys show 80%+ report feeling supported in lessons Reduction in behaviour incidents for pupils with SEMH needs by 20%

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Improve access to information	Visual supports, simplified language, digital communication, parent meetings	Ensure all communication is accessible to pupils and families	- Increase use of visuals and symbols - Provide information in alternative formats where needed - Use plain English in written communication - Support families to access digital platforms - Using Staff and Pupil ipads in-built accessibility tools to translate for EAL families (in learning and in parents evening/communication)	SEND team / Admin	Annual review	Parents report improved understanding and accessibility (80% positive feedback in annual survey)
Strengthen partnership with families and agencies	Regular communication, SEND network meetings, external agency involvement	Ensure joined-up support and strong relationships	- Continue parent workshops and SEND network - Work closely with external professionals - Signpost to Local Offer and support services	SENCo	Annual review	Positive feedback from families and effective multi-agency working (80% positive feedback in annual survey)

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