

# Cudham CE Primary School



**CUDHAM**  
CE Primary School  
Part of the Aquinas Trust

## Accessibility Plan

| Policy control |         |                    |                                                                                |
|----------------|---------|--------------------|--------------------------------------------------------------------------------|
| Title          |         | Accessibility Plan |                                                                                |
| Responsibility |         | Head of School     |                                                                                |
| Review body    |         | Board Of Trustees  |                                                                                |
| Suite          |         | General            |                                                                                |
| Approval date  |         | September 2026     |                                                                                |
| Review date    |         | September 2027     |                                                                                |
| Version        |         | V4                 |                                                                                |
| Version        | Date    | Author             | Note of revisions                                                              |
| V1             | 1/9/23  | School Bus         | Previous version replaced                                                      |
| V2             | 23/9/24 | School Bus         | Previous version replaced with School bus version                              |
| V3             | 23/9/25 | National College   | Previous version replaced with National college version                        |
| V4             | 8.9.26  | National College   | Previous version replaced with National college version, including any updates |
|                |         |                    |                                                                                |
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## Statement of intent

This plan outlines how Cudham CE 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 AAC and/or trustees 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 Head of School 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, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

## **2. Roles and responsibilities**

The AAC and/or trustees 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 Head of School 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 AAC and/or trustees, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the Head of School and AAC and/or trustees 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 Head of School 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

SLT led by the SENDCo will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – SLT led by the SENDCo and the AAC relevant member 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** – SLT led by the SENDCo and the AAC relevant member will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – SLT led by the SENDCo and the AAC relevant member will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the SENDCo 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 short-, medium- and long-term 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.

## Planning duty 1: Curriculum

|             | Issue                                                                             | What                                                                      | Who                                      | When        | Outcome                                                                             | Review      |
|-------------|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------|------------------------------------------|-------------|-------------------------------------------------------------------------------------|-------------|
| Short term  | Ensuring that the curriculum is accessible to all                                 | Audit of the curriculum                                                   | Head of School, teachers, SENCO          | Autumn 2026 | Management and teaching staff are aware of the accessibility gaps in the curriculum | Summer 2027 |
|             | Staff members need the necessary knowledge and skills to support pupils with SEND | Ongoing training for teachers and staff members                           | Head of School, external advisors, SENCO | Termly      | Staff members have the skills to support pupils with SEND                           | Summer 2027 |
| Medium term | School trips are appropriately adapted to take into account pupils with SEND      | Needs of pupils with SEND are incorporated into the planning process      | Teachers, SENCO                          | Autumn 2026 | Planning of school trips takes into account pupils with SEND                        | Autumn 2028 |
| Long term   | Ensure that SEND pupils are able to access lessons                                | Provide tablets and/or other appropriate adjustments for pupils with SEND | Head of School, ICT manager, SENCO       | Autumn 2026 | Pupils with SEND can access lessons                                                 | Spring 2028 |

## Planning duty 2: Physical environment

|                    | Issue                                                                                                         | What                          | Who                      | When                                 | Outcome                                                                                                    | Review                               |
|--------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------|--------------------------|--------------------------------------|------------------------------------------------------------------------------------------------------------|--------------------------------------|
| <b>Short term</b>  | Toilets are not accessible                                                                                    | Handrails installed           | Site manager/<br>SENDCo  | Autumn 2025                          | Access to toilets is increased                                                                             | Spring 2027                          |
| <b>Medium term</b> | Management needs to know if the school's physical environment is accessible for specific needs of SEND pupils | Audit of physical environment | Building surveyors       | Autumn 2026                          | School is aware of accessibility barriers to its physical environment and will make a plan to address them | Autumn 2027                          |
| <b>Long term</b>   | Children with physical disabilities cannot access school buildings                                            | Construction work undertaken  | SBM/building contractors | When major building works undertaken | School buildings are fully accessible                                                                      | When major building works undertaken |

### Planning duty 3: Information

|                    | Issue                                                                   | What                                                                                                                                         | Who                   | When        | Outcome                                                                      | Review      |
|--------------------|-------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-------------|------------------------------------------------------------------------------|-------------|
| <b>Short term</b>  | Management staff do not know whether school information is accessible   | Audit of information and delivery procedures                                                                                                 | SENCO, Head of School | Autumn 2026 | School is aware of accessibility gaps to its information delivery procedures | Spring 2027 |
| <b>Medium term</b> | Written information is not accessible to pupils with visual impairments | Provide written information in alternative formats<br><br>Incorporate appropriate colour schemes when refurbishing and install window blinds | SENCO, Head of School | Autumn 2026 | Written information is fully accessible to children with visual impairments  | Summer 2027 |
| <b>Long term</b>   | School website is not accessible to children with SEND                  | Audit of website                                                                                                                             | Head of School        | Autumn 2026 | Website is fully accessible                                                  | Spring 2028 |

### Monitoring and review

This plan will be reviewed on an annual basis by the SENCO and Head Teacher. The next scheduled review date for this plan is September 2027. Any changes to this plan will be communicated to all staff members and relevant stakeholders.