Cannon Lane Primary School

Accessibility Plan

Date approved by Governors: May 2023

Date for Review: Summer 2026 (or sooner if required)

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

A. Increase the extent to which pupils with disabilities can participate in the curriculum

B. Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided

C. Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Compliance with the Equality Act is consistent with the school's aims, equalities policy and SEN information report.

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.

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 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.

Schools are 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 can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Key Responsibilities

Staff members recognise their duty under the Equality Act 2010:

- Not to discriminate against disabled pupils in the provision of education, associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an accessibility plan

In performing their duties, **governors** have regard to the Equality Act 2010:

- We recognise and value children and parents' knowledge of the child's disability
- We recognise the effect their disability has on his or her ability to carry out activities
- We respect the right to confidentiality for parents and children
- We provide all pupils with a broad and balanced curriculum that is age appropriate.

3. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher and approved by the Governing Board.

4. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Priority	Actions	Timescale	Personnel	Aims	Success Criteria
Assessment and tracking of students with SEND	Review assessment and tracking for students with SEND To adopt and implement a renewed approach to assessing and tracking pupils with SEND	Reviewed by July 2023 Implemented by September 2023	SLT	A	Accurate assessment of attainment and progress of SEND pupils A greater level of staff expertise evident in planning and assessment
Effectiveness of SEND Support Plans	Review SEND support plans format and process Review online / cloud based / software alternatives Implement renewed approach	Reviewed by July 2023 Implemented in September 2023	SENDCo and SLT	A, C	SEND support plans are highly effective in ensuring that children receive the appropriate support (that's different to or in addition to what's offered to all the pupils).
Autism – Staff training and physical environment	ASD awareness training for all staff Review learning environment with a view to supporting children with SEND (especially ASD)	By December 2023 By March 2024	All staff All staff	A, B, C A, B, C	All staff have better awareness of the needs of ASD pupils an adults Every effort is made to ensure that our learning spaces are ASD 'friendly' and this has a positive impact on the wellbeing and learning of ASD students.
To provide specialist equipment and spaces to	Further develop allocation of school spaces	Review internal spaces by July 2023	SENDCo and SLT	A, B	Specialist spaces are available to meet the needs of specific pupils

benefit children with specific needs	to ensure that specialist spaces are available to children with specific needs (eg, Sensory Room) Continue to update specific resources to support children with specific needs (eg. Wobble cushions, fidget toys, IT provision, sensory equipment, writing slopes)	Ongoing review		A, B	within specific interventions Appropriate resources are available to meet the needs of specific pupils and are used consistently and effectively.
Physical Environment – access	Audit the school's physical accessibility with regard to people with disabilities and update accessibility plan accordingly	Audit by July 2023	Site supervisor, School Business Manager and Headteacher in collaboration with The Local Authority	B	School has an updated view of the school's priorities for physical adaptation.

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