



St Cuthbert's C of E Infant & Pre-School

Roots to grow, wings to fly

Accessibility Plan



Date Agreed	January 2025
Review Date	January 2028



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Philosophy

At St Cuthbert's C of E Academy Infants and Pre-school we believe children have the right to learn and teachers have the right to teach in an atmosphere free from disruption and poor behaviour. To help us achieve this we strive to create a caring Christian ethos where everyone is valued. We have chosen six Christian values which underpin school life.

These are:

- Friendship
- Love
- Respect
- Honesty
- Forgiveness
- Courage

Introduction

At St Cuthbert's Academy Infants and Pre-School, we are committed to ensuring equality of education and opportunity for all disabled pupils, staff, parents/carers and those having an interest in the school. We aim to develop a culture of inclusion and diversity where all children have equal access to all aspects of the school curriculum.

Equal Opportunities

The local partners and staff are committed to providing the full range of opportunities for all pupils. The school promotes equality of education for all, which includes all the protected characteristics covered under the Equality Act 2010. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

Legal Framework

The Equality Act 2010 brought together a range of equality duties and requirements within one piece of legislation. The Act introduced a single Public Sector Equality Duty (PESD) that applies to public bodies, including maintained schools and academies and which extends to all protected characteristics:

- Race
- Disability
- Sex



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- Age
- Religion or belief
- Sexual orientation

Purpose

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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and service provided
- Improve the availability of accessible information to disabled pupils

The plan will be made available on the school website. and paper copies are available on request.

Aims

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We want our children with Special Educational needs and Disabilities (SEND) and their families to receive coordinated, high quality and family centred guidance and support which is based on their identified needs, and promotes positive, aspirational outcomes. Both our mission statement and our Christian ethos reflect our wish for all children to succeed in our school.

The staff and local partners recognise and value parent's knowledge and expertise about their child's disability and its effect on their ability to carry out day to day activities and respects the parent's and child's right to confidentiality. The school keeps a Special Educational Needs and Disabilities support register, which identifies pupils who have SEND. Children with complex needs may have an Educational Health Care Plan (EHCP). Children with identified health needs will have an Individual health Care Plan (IHCP) This information is shared with all teaching staff and support staff where appropriate.

At St Cuthbert's Academy Infants and Pre-School we provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorse the key principles in the National Curriculum Framework, which underpins the development of a more inclusive curriculum.



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- Responding to pupil's diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, definition, '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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustment to premises.

The school will continue to seek and follow the advice of LA and Trust services, such as specialist teacher advisers, and of appropriate health professionals from local NHS Trusts.

Related Policies

The accessibility plan is linked to the following policies and documents:

- Special Educational Needs and disability (SEND) policy
- SEND information Report
- Risk Assessment policy
- Health and Safety Policy

Monitoring and Review

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed, and revised when necessary. The SEN Local Partner and SENCO are responsible for monitoring, reviewing and implementing the plan. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward



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into subsequent plans. The accessibility audit will be completed by the school as part of the policy review to inform the development of each new Accessibility Plan.

The priorities for this Accessibility Plan for our school were identified by:

- Head teacher / SENCO
- Local Partners
- Pre-School Manager

Agreed at Local Partners meeting

Part 1 – Increasing access to the curriculum for pupils with a disability

Objective	Action to be Taken	Person Responsible	Timescale	Success Criteria
Ensure all staff are aware of adjustments needed to enable disabled children to access the curriculum.	Identify provisions needed to allow disabled children to access the curriculum. EHCP, Health Care Plans. Information to be shared with parents, staff and other agencies involved with the child.	SENCO	Review termly	All staff are aware of children's individual needs. All agencies work together to share information. Provisions planned to remove barriers.
All out of school, activities are planned to ensure the participation of the range of pupils.	Ensure venues and means of transport are risk assessed for suitability and visits are accessible.	Class teacher SENCO	On-going	All pupils are able to access all school trips and take part in a range of activities.



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<p>To ensure the appropriate resources are in place and being used throughout the school.</p>	<p>Visual timetables in place. Large font for text. Calm corner, quiet space. Filters for reading. Inclusive classrooms.</p>	<p>SENCO, Head teacher, SEN, Local Partner, teachers.</p>	<p>On-going</p>	<p>Monitoring of learning environments through learning walks ensuring resources appropriately in place and impacting on children's ability to access curriculum therefore attainment and progress,</p>
<p>Training for teaching and supporting staff on specific areas of SEN, which may affect child's ability to access the curriculum.</p>	<p>Audit of staff training requirements.</p>	<p>SENCO</p>	<p>On- going</p>	<p>2025/2028 rolling programme.</p>
<p>Classrooms and learning areas are organised to promote the independence of all pupils.</p>	<p>Staff training to develop Quality First Teaching. Advice. Advice from professional agencies.</p>	<p>SENCO SLT</p>		<p>Disabled pupils are able to access classrooms and other learning areas to participate in all activities. Staff have access to specialist support and advice when needed to meet</p>



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				the needs of the individual.
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Part 2 - Improve and maintain access to the physical environment

Objectives	Action to be Taken	Person Responsible	Timescale	Success Criteria
Access parking is available for disabled visitors, parents and children.	Disabled parents, visitors and families of disabled children are informed that they can use the staff car park.	Head teacher Office Administrator.	On-going	Wheelchair users are able to access the school grounds easily.
Pupils new to the school with disabilities are able to access all areas of the school.	Access visits with parents. Visit from PIMS Team.	SENCO / Head teacher. Class teacher	Annually.	Children new to the school have a successful transition; all barriers to access are removed. Specialist advice is acted upon.
All disabled people can be evacuated from the school building in an emergency.	Ensure that disabled pupils have a personal emergency evacuation plan. Evacuation route to be changed because of uneven path	Head teacher SENCO Class teacher WLT Caretaker Teaching Assistants.	On-going	All disabled pupils and visitors are safe in the event of a fire. There is constant supervision for disabled children who would need help in the



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	from tree roots. Visiting wheelchair users are aware of the nearest wheelchair friendly exit point. Staff to signpost and support if needed.			event of evacuation. Evacuation from Pre-School room route has been changed.
All entrances and pathways to and around the school building are well lit.	Additional lighting in car park.	Head teacher Office Admin	Completed Dec 2023	Staff, visitors and pupils can enter and exit school and Pre-School room safely during the day and night.
Pathways to be kept clean and smooth to allow easy and safe access to school buildings.	Path leading from Pre-School to have florescent paint on tarmac path to highlight uneven path from tree roots.	Head teacher WLT Caretaker.	April 2025 2028.	Alternate path to be used by all staff, pupils and visitors.

Part -3 Improve the delivery of information to pupils and parents with a disability

Objective	Action to be Taken	Person Responsible	Timescale	Success Criteria
To make written material available in	The school will make itself aware of the services	SENCO Head teacher Office Administrator	On-going	Parent, pupils and staff with disabilities will be



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alternative formats when requested or needed.	available for converting written information into alternative formats.			able to access written material
The school website and Parent mail provides up to date information.	Newsletters, Parent mail and website are used to keep parents updated of school events.	SENCO Office administrator Class teacher	On-going	School website is accessible to all. Office Manager and class teacher is aware of parents preferred method of communication.