



Cupernham
Junior School

ACCESSIBILITY POLICY

Policy Published:	MARCH 2026
Policy Amendments:	
Full Governing Body Approval:	MARCH 2026
Review Date:	MARCH 2027

This policy was updated in March 2026 and has undergone an Equalities Impact Assessment in line with the requirements of the Public Sector Equality Duty.

INTRODUCTION

At Cupernham Junior School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and to participate fully in school life. The achievement of disabled pupils and students will be monitored and we will use this data to raise standards and ensure inclusive teaching. We will make reasonable adjustments to make sure that the school environment is as accessible as possible. At Cupernham Junior School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit our setting.

LEGAL BACKGROUND

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that ‘Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation’.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils.

PRINCIPLES

- Compliance with the Equality Act is consistent with our setting’s aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - 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 an accessibility plan

- In performing their duties governors have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

At Cupernham Junior School we have a general duty to:

- promote equality of opportunity between disabled people and other people;
- eliminate discrimination;
- eliminate harassment related to a disability;
- promote positive attitudes towards people with a disability;
- encourage participation by in people with a disability public life;
- take steps to take account of disabilities even where that involves treating people with a disability more favourably than other people.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

DEFINITION OF DISABILITY

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

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.

AIMS

The school plans, over time, to increase the accessibility of provision for all students, staff and visitors to the school. The main priorities in the school's plan will be in the following areas:

- Increasing the extent to which disabled students can participate in the school curriculum
- Improving the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services.
- Improving the delivery of information to disabled students, staff, parents and visitors

PRINCIPLES

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 to meet the needs of individuals and their preferred learning styles; and endorses the key principles in the National Curriculum, which underpin the development of an inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils

EDUCATION AND RELATED ACTIVITIES

The school will continue to seek and follow the advice of appropriate education and/or health professionals.

SPECIFIC

- to ensure that the curriculum is made accessible to all pupils through differentiation and/or adaptation of materials or other support, including the provision of support assistants, within budgetary constraints
- to ensure that pupils' learning is fully adapted in response to effective Assessment for/of Learning

PHYSICAL ENVIRONMENT

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, and more accessible facilities and fittings.

SPECIFIC

- To maintain existing access points and disabled toilet facilities
- To consider improvements to disabled toilet facilities
- To consider further improvements to physical access within any future building developments, grounds developments or refurbishments

On the following page are the audits of current provision relating to these three key areas of accessibility that are highlighted above. Note that these plans also have an action required section with future planned action detailed.

CURRICULUM ACCESS / PHYSICAL ACCESS

Statement	Evidence	Action Required/When
Teachers and LSAs have the necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice.	INSET records for individual and whole school training. External Agency written reports and advice.	Regular SEND staff meetings updating advice re knowledge of reducing barriers to learning. Ongoing CPD
Classrooms are optimally organised for disabled pupils	Classroom space is large and staff consider the best arrangement of furniture to improve accessibility and to accommodate necessary equipment.	Consider Year Group classroom changes to best meet the needs of disabled pupils. Annual risk assessments Sept Risk assessments for individual children on-going.
All staff have high expectations for all pupils. Lessons provide opportunities for all pupils to achieve and. are effectively varied; include work to be	Lesson observation records. Lesson Plans	Continue to implement personalised learning when appropriate. Ongoing

completed by individuals, pairs, small groups and the whole class as appropriate and are supported by LSAs.	Individual Plans Tracking & aspirational targets set for all.	
All pupils are encouraged to take part in the whole curriculum including school trips, music, drama and physical activities; extra-curricular activities.	Full inclusion, extra-curricular clubs, church visits, concerts, performances etc. Club registers show a range of pupils taking part in after school clubs.	Risk assessments for clubs completed On going
Staff recognise and plan for the additional time and effort needed by some disabled pupils: slow writing speed for pupils with dyslexia, extra time to move from activity to activity for those with physical disabilities, alternative forms of exercise.	All staff aware of needs & detailed in planning/individual plans Appropriate applications can be made for SATs – readers/scribes/extra time can be applied for. All staff ensure resources are appropriately matched to pupils need e.g. enlarged to support VI	On going
ICT equipment is provided for and has been fitted with additional software/hardware to allow access for pupils with disabilities where needed.	Clicker 7, enlarged keyboard, visualiser	Links with Specialist Advisory Support Service to provide updated software and equipment As and when appropriate.
School visits are accessible to all pupils, regardless of attainment or impairment.	See Educational Visits policy – consultations with parents as appropriate. All risk assessments include info re. any pupils with disabilities.	Pre-visits used to check accessibility for all children.
All staff strive to remove barriers to learning and participation & value pupil voice.	Lesson observations, Individual Behaviour Plans, Reviews, Regular LSA, teacher & SLT meetings, use of pupil input to PLPs.	Pupil input into Individual Plans.

Future planned action work will be overseen and co-ordinated by the Governors' F and P committee, the FGB, and by the headteacher.

The plan can be made available on request.

Evaluation of the progress of the plan will be made by the governing body through an annual report/update to the FGB.

The advice and support of the Local Authority will be sought in implementing the plan and in the development of any capital related work at Cupernham Junior School.

Statement	Evidence	Action Required/When
The layout of areas such as classrooms, hall, library, dining hall, reception, playground & field allows access for all pupils. Pupils who use wheelchairs can move freely around school. There are no barriers to access the ground from caused by doorways and steps.	There are double doors or doors wide enough to accommodate a wheelchair. 8 out of the 12 classrooms are on ground floor level. 6 of the 8 classes have accessibility out of the classroom to access the field and playground. There are not any ramps or changes in height on either the ground floor or first floor.	High visibility paint needs to be repainted to mark edges and changes in height to enable visually impaired pupils to navigate the school more easily. April 2021 A ramp maybe needed for access out of the hall doors. Actioned if needed.
Disabled Toilet facilities have sufficient room to accommodate a changing bed & toileting chair.		If needed changing bed and toileting chair would be bought. Actioned if needed Addition of storage unit to store appropriate equipment/clothes for different children. Actioned if needed
Pathways around school are safe.	Monthly health and safety walks, accident book	
Parking arrangements for all are logical and safe.	Clearly marked disabled parking bay.	

Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc.	Staff seat hearing impaired pupils appropriately. All classes are fully carpeted in the main work/teaching area.	
There are no barriers to access for current school users.		Annually reviewed

Statement	Evidence	Action Required /When
The school needs to be aware of parents/carers and children with disabilities. 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.		Annual disability register for staff, parents and pupils, as part of the collection of information at the start of the academic year. September 23
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, E.G. positioning when talking to a hearing-impaired learner, need for simple language and visual prompts for those with learning difficulties.	External advice given by specialists. Lesson observations.	Staff Meetings to discuss when needs arise and on-going CPD
The school will liaise with LA support services and other external agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.	Minutes of meeting and IEPs Clear signage next to photocopiers to advise the font size needed to suit specific children's needs.	As appropriate as and when requested.
The school ensures that both in lessons and parents' meetings, information is presented in a user-friendly way, by reading aloud, using PowerPoint presentations	IWB/Smart boards used in every class and visualisers used for enlarging texts.	Specialist chairs/frames/equipment to support children within the classroom. Actioned when needed.

	PowerPoint Presentations used at workshops and parents’ meetings. Website updated regularly and fortnightly newsletters sent to all parents.	Wedges supplied to children to assist with posture and ease of writing. Actioned when needed.
--	--	--