

# CAMBRIAN

Nurturing Growth - Inspiring Minds



## Accessibility Plan



This document applies to all academies and operations of Cambrian Learning Trust.

[www.cambrianlearningtrust.org](http://www.cambrianlearningtrust.org)

Document Control			
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## 1. 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 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 services provided
- Improve the availability of accessible information to disabled pupils

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.

Our school vision is centred around equality and inclusion, and ensuring all children feel nurtured, supported and celebrated.

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 Complaints Procedure, which can be found on our website and also from the school office, should be followed if you have any concerns relating to accessibility in school.

*We have included a range of stakeholders when considering the development of this accessibility plan, including, where appropriate, pupils, parents, staff and governors of the school.*

## 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. Action plan

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

*The information set out in the column of ‘current good practice’ are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice, and should be adapted to suit your school’s context.*

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person Responsible</b>	<b>Date to be completed</b>	<b>Success criteria</b>
Increase access to the curriculum for children with a disability	<p>We use resources tailored to the needs of children who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities – use of the No Outsiders Programme.</p> <p>Curriculum progress is tracked for all children, including those with a disability.</p> <p>Targets are set effectively and are appropriate for children with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all children</p>	<p>Medium Term: Introduce a programme of visitors which celebrate diversity and inclusion as role models.</p> <p>Medium Term: Continue to develop inclusive, quality first teaching.</p>	<p>Include at least one visitor with a disability as a role model</p> <p>Information for teachers on differentiating and personalising the curriculum for children with additional needs</p>	<p>SENDCO</p> <p>SENDCO</p>	<p>March 2026</p> <p>March 2026</p>	<p>All children can talk about an aspirational visitor this year.</p> <p>Increased access to the curriculum.</p> <p>Needs of all learners met within reasonable adjustments.</p> <p>Lesson observations and data show that all children make progress within lessons.</p>



## 4. Monitoring arrangements

This document will be reviewed every **2** years but may be reviewed and updated more frequently if necessary.

It will be approved by the Local Governing Committee and uploaded to the school website

## Appendix A: Accessibility Audit – You do not have to include this appendix

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person Responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				