



**Cornerstone Academy Trust**  
**Westclyst Community Primary School**

**ACCESSIBILITY PLAN**  
**2023-2026**

## **This Policy relates to Westclyst Community Primary School.**

### **1. Aims**

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

- **Learning Access:** Increase the extent to which disabled pupils can participate in the curriculum
- **Information Access:** Improve the availability of accessible information to disabled pupils
- **Physical Access:** Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided (Physical Access)

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

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

The Trust is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The Trust's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this 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 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](#), '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.

### 3. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p><b>LEARNING ACCESS</b></p> <p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers an adapted curriculum for pupils to meet need.</p> <p>Use of resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p>	<p>All Pupils to access all areas of the curriculum</p> <p>Pupils see role models through curriculum</p> <p>Track attainment and progress and use to inform curriculum delivery</p>	<p>Ensure the differentiated curriculum is monitored via Classroom Observation Cycle and Health of the Subject Reviews and actions completed</p> <p>Include training during CPD sessions regarding the inclusion of people with disabilities in resources</p> <p>Continue to track progress regularly via Assessment process</p>	<p>Deputy CEO Head of School Head of Curriculum SENDCo</p> <p>Head of Curriculum Faculty Leads</p> <p>Head of School Deputy Head</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Termly</p>	<p>Curriculum feedback provided to teachers and curriculum differentiated appropriately leading to progress</p> <p>Resources include examples of people with disabilities</p> <p>Progress of all pupils is tracked and linked to</p>

	<p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>Use of visuals and good signage</p> <p>Provide IT to support curriculum access: 1:1 device Accessibility features in Office Touch Screen &amp; Digital Ink Immersive Reader/Dictate Clicker 8 – Writing Software Nessy – Spelling &amp; Reading software Handwriting Recognition &amp; Ink Replay</p>	<p>All pupils with SEND have short and long term targets</p> <p>Staff can prepare good quality visuals</p> <p>Pupils supported in language development and understanding</p> <p>Use IT appropriately and effectively to support access to the curriculum</p>	<p>Continue to set targets for pupils with SEND and monitor progress</p> <p>Provide training on CIP and use of visuals</p> <p>Provide training and include IT in all Induction and Initial training for new staff</p>	<p>of school</p> <p>Teachers SENDCo</p> <p>Teachers SENDCo S&amp;L Therapist</p> <p>CEO Heads of School Faculty Leads SENDCos</p>	<p>Termly</p> <p>Ongoing</p> <p>Ongoing</p>	<p>targets</p> <p>Targets are monitored and adjusted as necessary and support implemented</p> <p>Visuals evident in classrooms</p> <p>Signage clear around site</p> <p>Staff and pupils are confident in using IT as a tool to support learning.</p> <p>Universal, targeted and specific levels of use identified</p>
<b>INFORMATION</b>	The School uses a range of communication methods to	School information is accessible to all pupils	Ensure use by all staff of	Leadership		Parents and pupils able to access

<p><b>ACCESS</b></p> <p>Improve the delivery of information to pupils and parents with a disability</p>	<p>ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Every classroom is fitted with a Soundfield system</li> <li>• Communication is via email and as such font and colour can be adjusted</li> </ul> <p>Meetings can be attended virtually</p> <p>All Microsoft Accessibility Tools are available to staff and parents at home via their child's account</p>	<p>and parents</p>	<p>all available resources</p> <p>Ensure communication of these options is clear and easily accessible for parents</p> <p>Meetings available as a recording</p>	<p>Team</p>		<p>information provided</p>
<p><b>PHYSICAL ACCESS</b></p> <p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <p>The Westclyst Community Primary School site is a new purpose built school building and as such meets the Disability Standards expected of a new building.</p> <p>All doors and corridors are accessible width.</p> <p>The building has a lift.</p> <p>Toilet and changing facilities are accessible and located</p>	<p>The physical environment will remain accessible for all with a disability</p>	<p>Implement maintenance programme</p> <p>Annual check by Facilities Department to check for accessibility concerns.</p>	<p>Business Manager Facilities Team</p>	<p>Ongoing</p>	<p>Maintenance programme will be ongoing and ensure the physical environment is in working order and accessible</p> <p>Document – Accessibility Plan is held in the Health &amp; Safet Team, TCAT file.</p>

	throughout the building. Disabled parking bays are available					
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#### **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Trustees.

#### **5. Links with other policies**

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

- Risk assessment policy
- Health and safety policy
- Special educational needs and disabilities (SEND) Policy
- Supporting pupils with medical needs policy
- Accessibility Plan form held in the Health & Safety Team, TCAT file.