



Cavendish Church of England Primary School

Accessibility Plan Nov 2025 – Nov 2028

‘We learn, we love, we belong.’

Purpose of Plan

This plan shows how Cavendish Primary intends, over time, to increase the accessibility of our school for pupils, staff, parents/carers and visitors with a disability.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day to-day activities.

Areas of planning responsibilities

- Increasing access for pupils with a disability to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils’ disabilities and pupils’ and parents’ preferred formats and be made available within a reasonable timeframe.

Current Range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities.

Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school’s work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child’s needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target	Strategies	Time scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum.	- Be aware of staff training needs on curriculum access - Assign CPD for dyslexia, differentiation and recording methods - Online learning modules if required	On-going and as required	SENDCo/ Head teacher	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	- Be aware of staff training needs - Staff access appropriate CPD - Online learning modules if required	As required	SENDCo/ Head teacher	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	- Set up a system of individual access plans for disabled pupils when required - Information sharing with all agencies involved with child	As required	SENDCo/ Head teacher	All staff aware of individuals needs
Use ICT and ICT software to support learning	- Provide pupil laptops/chromebooks where recommended - Make sure software installed where needed	As required	SENDCo/Head teacher/class teacher	Wider use of SEND resources in classrooms
Support pupils with Social, Emotional and Mental Health needs	- Work with pupils, families and agencies to understand how best to support pupils - Offer 'Let's talk, I'll listen' sessions to all pupils - Create a pupil support plan to ensure a whole school approach.	As required	SENDCo/ Head teacher	All staff aware of individuals needs Pupils with SEMH need access to the full curriculum.
Support pupils with a medical condition	- Follow guidance in healthcare plans - Meet with family and pupil to plan to cater for new conditions	As required	SENDCo/ Head teacher	Pupils with health care plans and/or medical conditions access the full curriculum.
All educational visits to be accessible to all	- Provide guidance for staff on making trips - Ensure each new venue is vetted for appropriateness - Use Tilian minibus with wheelchair access.	As required	Head teacher	All pupils in school able to access educational visits and take part in a range of activities

Review PE curriculum to ensure PE accessible to all (Including Forest Schools)	• Gather information on accessible PE and disability sports • Seek disabled sports people to come into school • Seek specialist advice as required	As required	PE subject leader	All to have access to PE and be able to excel
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Improving access to the physical environment of the school

Target	Strategies	Time scale	Responsibility	Success Criteria
The school is aware of the access needs of pupils, staff, governors, parent/carers and visitors with a disability.	• To create access plans for individual disabled pupils as part of IEP/support plan process when required • Be aware of staff, governors and parents access needs and meet as appropriate • Through questions and discussions find out the access needs of parents/carers • Consider access needs during recruitment process	On-going and as required	SENDCo/ Head teacher	Support plans in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment and retention issues
Layout of school to allow access for all pupils to all areas.	• All areas of the school regularly checked for accessibility	Consider in any new development	Gov/HT/Site manager	Disabled parents/carers/ visitors feel welcome
Short term disability will be accommodated effectively	• A meeting with the pupil and family will take place to discuss support required • A risk assessment/support plan will be created and shared with all staff.	As required	HT	Pupil will access the curriculum Staff and parents will know how pupils will be supported.
Improve signage and external access for visually impaired people	• Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties • Develop a system to ensure all staff are aware of their responsibilities	As required	HT/SENDCo	All pupils and staff with a disability working alongside are safe in the event of a fire
Ensure hearing equipment in classrooms to support hearing impaired pupils	• Seek support from LA hearing impaired unit on the appropriate equipment	Ongoing	HT/SENDCo	All children have access to the equipment
All fire escape routes are suitable for all	• Make sure all areas of school have wheelchair access	On-going and as required and as appropriate	Health and Safety Govs	All fire escape routes are accessible and known to all

				staff/pupils/visitors and Governors.
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Improving the delivery of written information to pupils with a disability.

This will include planning to make written information that is normally provided by the school to its pupils available to pupils with a disability. Examples might include hand-outs, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The school's ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies	Time scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	- Provide information and letters in clear print - School office will support and help parents to access information and complete school forms - Ensure website and all document accessible via the school website can be accessed by the visually impaired.	During induction Ongoing Current	Admin team Admin Admin	All parents receive information in a form that they can access All parents understand what are the headlines of the school information.
Improve the delivery of information by writing in an appropriate format	- Provide suitably enlarged, clear print for pupils with a visual impairment. - Use 'Dyslexia friendly' font. The British Dyslexia Association recommends Arial, Comic Sans or, as alternatives to these, Verdana, Tahoma, Century Gothic, and Trebuchet	As required	School staff/ Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	Ongoing	HT/SENDCo	Staff produce their own information
Annual review information to be as accessible as possible	Develop child friendly support plan review formats	Ongoing	HT/SENDCo	Staff more aware of pupils preferred method of communications
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	As required	HT	Confidence of parents to access their child's education

Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	• Ensure website is fully compliant with requirement for access by person with visual impairment.	Ongoing	All staff	All can access information about the school
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