



Cavalry Primary School & Cavalry Nursery

Accessibility Plan

Date	Revised amendment details	By whom
20.5.2019	<i>Implemented by school</i>	<i>Principal</i>
21.7.2022	<i>Reviewed by school</i>	<i>Principal</i>
20.7.2025	<i>Review subject to any required statutory updates</i>	<i>Principal</i>



Section 1: Introduction

1.1. Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the **Equality Act 2010**:

- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- To prepare and publish a **Disability Equality Scheme** to show how they will meet these duties.

1.2. According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

1.3. This **Accessibility Plan** forms part of the school’s Disability Equality Scheme and is a statutory duty. It sets out how the governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

1.4. In accordance with the Act the plan focuses on three ‘key areas’:

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

1.5. The plan is to be reviewed and updated at least every three years.



2. Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

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
Increase access to the curriculum for pupils with a disability	All activities in school and educational visits are planned so that all children can take part irrespective of disability. Staff training encompasses the needs of those with disabilities currently on roll, including general training for dyslexia and specific training for moving/handling, using specialist equipment. One teaching assistant is ELKLAN trained	<ol style="list-style-type: none"> 1. Respond individually to the needs of disabled pupils who join the school by working closely with parents and other agencies. 2. Provide appropriate support with disabilities and medical needs through 	1. SENDCo and headteacher to attend transition meetings and ensure equipment, training and support are available according to individual needs.	T Dean	Ongoing	<ol style="list-style-type: none"> 1. Feedback from children and families shows that transitions are smooth and children are able to access learning fully. 2. Care plans for individual children are implemented consistently.
			2. Work closely with external agencies to ensure that sufficient and appropriate staff members are trained to support children with individual care plans.	T Dean	Ongoing	



	(specialist training to deliver speech, language and communication programmes) and is deployed to implement speech therapy programmes for 10 hours per week.	individualized training				
Improve and maintain access to the physical environment	All entrances are ramped and corridors are wide enough for wheel chair users. An additional disabled toilet was provided in 2015 as part of the extension to the building. The school liaises effectively with OT/physio services for children with specific needs. Disabled car parking space was provided in 2015 as part of the development of the car park.	<p>1. Ensure existing facilities for disabled pupils are maintained and serviced, including shower and mechanical changing bench.</p> <p>2. In developing further the provision for play and 'learning outside the classroom' in school grounds, to plan for future needs of pupils who may be wheel chair users.</p>	<p>1. Maintenance and services of facilities is included in routine programme of property maintenance.</p> <p>2. Make sure that as we develop new areas of the school grounds, needs of future pupils with disabilities are considered.</p>	T Band F McCallum all teachers	ongoing ongoing	<p>1. Servicing and maintenance of all facilities is carried out at appropriate intervals.</p> <p>2. Any new areas for outdoor learning are accessible to all pupils.</p>



<p>Improve the delivery of written information to pupils</p>	<p>Where pupils on roll use additional means of communication, for example Makaton, staff receive training and work closely with other agencies and parents to provide consistent support with language development. Visual cues, including photographs, visual timetables and signs/symbols are used with any children who may benefit.</p> <p>School works closely with speech therapy service, visual impairment service and hearing impairment service for children on roll and implements any recommendations made e.g. seating near the front, use of larger fonts</p>	<p>1. Respond individually to the communication needs of disabled pupils who join the school by working closely with parents and other agencies.</p> <p>2. Continue to provide an environment where communication in writing e.g. signs and labels, is supplemented with photographs and pictures to assist all pupils.</p>	<p>1. SENDCo and headteacher to attend transition meetings and ensure school is able to support whatever communication systems new pupils with disabilities may use. Continue to liaise closely with Speech and Language therapy service, Visual Impairment Service and Hearing Impairment service.</p>	<p>T Dean/ F McCallum</p>	<p>ongoing</p>	<p>Feedback from children and families shows that communication needs are met and children are able to access learning fully.</p>
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Section 3: Access audit

Feature For example:	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Whole school is on one storey.	None needed.		
Corridor access	Most corridors are wide and spacious. Corridor near Conference Room (behind hall) is more narrow but still sufficiently wide for wheel chair access.	Ensure all corridors remain free of furniture which could impede easy access. Ensure all routes around school are safe and free from trip hazards.	F McCallum	ongoing
Lifts	none	None needed		
Parking bays	One disabled parking space is provided for staff/visitors. Parents who are disabled them- selves or who are bringing a child with a physical disability to school may have dispensation from the Headteacher to park in the bus bay at school drop off and collection times.	None needed		
Entrances	All entrances are wide enough for wheel chair access.	None needed		
Ramps	Ramps are in place at the front entrance, exits to rear playground,	In any future remodelling of Year 1 play area, provide ramped access to side door near Class 3.	LGB	ongoing



	entrance to Community Room and all fire exits.			
Toilets	Two disabled toilets are provided, one near Y5/6 and one near Y1/2	Keep sufficiency of disabled toilets under review if needs of pupils on roll change.	SLT	ongoing
Reception area	Front lobby is open and spacious. Door opens manually outwards but door buzzer can be used to summon assistance from Receptionist . Reception desk is set for standing height .	In any future remodelling of front lobby, consider needs of wheel chair users.	SLT	ongoing
Internal signage	There is a minimal amount of internal signage. Some rooms have written labels e.g. 'Group Room'. Toilets are indicated by signs with symbols.	Keep under review in order to meet the needs of any new pupils e.g. users of braille.	T Dean	ongoing
Emergency escape routes	All fire exits are ramped and suitable for wheel chair users. Where needed, a PEP will be drawn up for children with additional needs (Personal Evacuation Plan).	Keep under review via Fire Risk Assessment (completed bi-annually)	F McCallum/T Band	ongoing