



Accessibility Plan

Reviewed by:	Full Governing Body
Reviewed when	November 2023
Next review	June 2024
Source and date of model policy, if applicable	The Key for School Leaders
Added to website (if applicable)	Yes
Added to Google Drive – All Staff	Yes
Review date noted on schedule	Yes

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

At the Trumpington Federation, our values reflect our commitment to a school where there are high expectations of everyone:

- Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to.
- Everyone in our schools is important and included.
- We promote an ethos of care and trust where every member of our Federation community feels that they truly belong and are valued.
- We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success.
- We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

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

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

The Federation supports any available partnerships to develop and implement the plan.

Our Federation's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in our schools, 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. 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.

Aim	Current good practice	Objectives	Actions to be taken	Person(s) responsible	Date to complete actions by	Success criteria	Update on progress November 2023
To continue to ensure that curriculum resources and books convey positive images - ensure inclusion, reflect diversity, educate using role models, learning from different cultures	There are a good range of resources available in both schools currently.	<p>Increase visibility and use of resources in lessons and school environment and ensure that these are being used to support planning</p> <p>Ensure our curriculum, especially for foundation subjects, accurately reflects diversity both in our community and worldwide/historically, for example the contribution made by minority groups to advances in science, gender equality</p>	<p>Ongoing development of the curriculum</p> <p>Stories from other cultures/background s/ families to be included in planning, both to explicitly teach the value of diversity and as a normal part of the diet of books children experience at school</p> <p>Learning about other cultures through PSHE lessons, RE,</p>	<p>Heads of School</p> <p>Assistant Heads</p> <p>Subject leads</p>	Across course of current FIP - complete by Spring 2024.	<p>Children will see themselves/backgr ounds represented in what they learn</p> <p>Foundation subjects represent diversity</p>	<p>Continue to develop in the context of History teaching and learning – ‘decolonising’ the curriculum for example.</p> <p>Good range of books available for all year groups.</p> <p>All staff to be aware of this plan and consider messaging/images/ resources used in assemblies/teachin g and learning-</p>

			History and Geography Displays - languages spoken in school, countries we come from				
Aim	Current good practice	Objectives	Actions to be taken	Person(s) responsible	Date to complete actions by	Success criteria	Update on progress November 2023
<u>Curriculum</u> Ensure that all children can access all areas of curriculum Adaptation vs differentiation	We are implementing the adaptation approach across the curriculum. Resources tailored to the needs of pupils who require support to access the curriculum are used. Curriculum progress is tracked for all pupils and appropriate targets/	Improve accessibility to our curriculum to ensure that all children make excellent progress	Ongoing implementation of adaptation Increase/improve resources	SENCo alongside teaching and inclusion staff	Ongoing during Autumn term 2023.	All children engaged in learning	Language of adaptation more embedded. Work to do on how to do it well. Focus for quality of teaching. Threads through everything we do re T&L. Monitoring has taken place. ECTs working on this

	interventions implemented						
Aim	Current good practice	Objectives	Actions to be taken	Person(s) responsible	Date to complete actions by	Success criteria	Update on progress November 2023
<u>Wellbeing/SEMH</u> Implementation of Wellbeing/SEMH strategy	Wellbeing and SEMH strategy to be fully developed and rolled out across the Federation for staff and children	As far as possible to support the overall wellbeing of our children through play/learning based activities and appropriate interventions	Finalise policy for governor review Disseminate information to relevant staff Set up small groups for nurture/forest school/other appropriate interventions		Autumn term 2023.	Policy implemented Staff training delivered Clear strategies for addressing issues available to all staff	Policy has been taken to staff meeting to consult with colleagues Final changes to be approved by Senior Leadership Team Resources: <ul style="list-style-type: none"> • Forest School • Drama Therapy • Social work students • Embedded practice already in school There is currently no route to escalate the most serious SEMH concerns

							Revisit Jigsaw resources Consider external support services such as Blue Smile Consider ELSA training Consider appointing wellbeing lead for the children (from staff body)
Aim	Current good practice	Objectives	Actions to be taken	Person(s) responsible	Date to complete actions by	Success criteria	Update on progress November 2023
Improve communication to all families but especially those speaking a different language at home	We send information in different languages on request	Survey/speak to families in September 2023 about communications Consider their opinion regarding how communications are issued Use this opportunity to ask families about other languages/formats for communications Establish a communications protocol	Survey parents Consider ways of translating, how to convert communications into different formats Develop communications protocol with	Senior Leadership Team Offices PA	Start Autumn term 2023	All families receiving key information in an accessible format Roll out of communications procedure that has been developed in consultation with parents	Engage with EAL families to establish what the barriers are, if any, to accessing school communications Ensure clear language used in communications Consider attaching glossary to documents such as APDRs

		Improve website accessibility	parent/governor input Display newsletters/communications around sites				Investigate website newsletter builder - easier to translate
Aim	Current good practice	Objectives	Actions to be taken	Person(s) responsible	Date to complete actions by	Success criteria	Update on progress November 2023
Enjoyable outdoor play environment for all children Roll out of OPAL project activities	Some variety of activities available Zoned areas for play	All children to access play activities suitable for their needs More variety in play experiences Calm spaces and break out areas established Male dominated play/spaces minimised	Implement OPAL project recommendations Work with school councils on play ideas	Heads of School/OPAL working group	Complete by Summer 2024.	All children experience valuable and enjoyable play	OPAL project ongoing and developing

4. Monitoring arrangements

Progress towards targets will be reviewed and updated on a termly basis.

It will be approved by the governing board.

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Trumpington Meadows - 1 Fawcett - 1	None	n/a	n/a
Corridor access	Trumpington Meadows - wide corridor access suitable for wheelchairs Fawcett - accessible corridors	Ensure that corridors remain clear	Heads of School	Ongoing
Lifts	No lifts	None	n/a	n/a
Parking bays	Disabled bays available at both schools	None	n/a	n/a
Entrances	Accessible main entrances	Ensure that main doors can be accessed/operated by wheelchair users and visitors with other restrictions	Heads of School	
Ramps	Not needed - all entrances and exits at floor level	None	n/a	n/a

Toilets	Disabled and changing facilities on both sites	None	n/a	n/a
Reception area	Spacious and accessible	Ensure that main doors can be accessed/operated by wheelchair users and visitors with other restrictions	Heads of School	
Internal signage	Statutory requirements met	Adapt signage should the need arise	n/a	n/a
Emergency escape routes	Clearly defines and locations reinforced during fire drills	None	n/a	n/a