



Accessibility Plan

Reviewed by:	Full Governing Body
Reviewed when	June 2024
Next review	June 2025
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 - 2023/24 Review

We have reviewed the action plan from the 2023/24 academic year.

Target	Update on Progress
<p>To continue to ensure that curriculum resources and books convey positive images - ensure inclusion, reflect diversity, educate using role models, learning from different cultures.</p>	<p>Work has been carried out on the History curriculum to ensure increased diversity is represented. Assemblies have covered a range of different role models and cultures. Additional opportunities have been provided across the school to allow children to learn from, and appreciate, different cultures. Staff have discussed their use of particular language (eg when teaching RE) and ensuring representation across the curriculum. The school has a good range of books and materials that cover different cultures.</p>
<p><u>Curriculum</u> Ensure that all children can access all areas of curriculum Adaptation vs differentiation</p>	<p>CPD time has been spent improving the school's approach to adaptation. Language of adaptation against differentiation is more embedded and aspirations for all children continue to rise. SEND learning walks have demonstrated that all children are supported to access the full curriculum. This will continue to be a focus in our ongoing work on teaching and learning next year.</p>
<p><u>Wellbeing/SEMH</u> Implementation of Wellbeing/SEMH strategy</p>	<p>An SEMH policy is in place and an additional member of staff has completed the SMHL training. This year, we have provided a number of opportunities to support children's SEMH such as forest school, counselling and dramatherapy alongside the embedded practice that all staff have had training on (ie zones of regulation). A wellbeing TA has been appointed who supports children across the federation. Staff survey results indicated that staff felt their wellbeing was well supported at the federation and that leaders were mindful of the pressures of workload.</p>
<p>Improve communication to all families but especially those speaking a different language at home</p>	<p>We have continued to refine our approach to communication to ensure families have the information they need, There is improved accessibility on the school website but this is still an area of work to identify the specific needs of our EAL families and realistic ways these needs can be met.</p>
<p>Enjoyable outdoor play environment for all children</p>	<p>The OPAL programme has been introduced and has seen a considerable, and very positive, change to break and lunchtimes. The changes have made more</p>

Roll out of OPAL project activities	activities available to all children and have reduced some of the gender disparities apparent in some areas of the school play areas prior to the project. The project will be ongoing into the next academic year.
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Action Plan 2024/25

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
<u>Ensure that all pupils are able to fulfil their full potential, through appropriate adaptation across the curriculum</u>	<p>The federation has moved from a differentiation model to an adaptation model.</p> <p>Children with SEND are making good progress and learning walks indicate there is a good level of support.</p>	<p>Improve the strategies used for adaptation across the curriculum.</p> <p>Ensure support for SEND pupils is consistent across all classes and all subjects.</p> <p>Allow SEND pupils to make good progress academically, socially and emotionally.</p> <p>Ensure high levels of teacher and teaching assistant</p>	<p>CPD work with staff on adaptation and pedagogy to support all pupils to make better progress.</p> <p>SEND learning walks to identify excellent practice and address areas for improvement.</p> <p>Ensure all new members of the Inclusion team are suitably inducted and confident in</p>	<p>SENCo and Inclusion Team</p> <p>All teaching staff</p>	Ongoing throughout 2024-25	<p>All SEND children able to access the curriculum in all subjects, including those not taught by their class teacher.</p> <p>All children are making good progress.</p> <p>Learning in foundation subjects is well adapted to</p>	

		knowledge in supporting pupils with SEND.	performing their roles. Review how we monitor and report the progress and attainment of SEND pupils.			meet the needs of all pupils. Progress and attainment of pupils with SEND will be monitored and reported on.	
Aim	Current good practice	Objectives	Actions to be taken	Person(s) responsible	Date to complete actions by	Success criteria	Update on progress
Ensure all children with medical needs or physical disabilities are able to participate in the full curriculum.	Children with medical conditions are well supported by the school team.	Ensure suitable numbers of staff are trained in the management of particular medical conditions we have in school. Ensure all staff have a basic level of understanding of how to support children with different medical conditions.	Consider with inclusion co-ordinator the process for managing specific children with IHCPs. Ensure a suitable number of staff are trained. Put in place appropriate plans for non-classroom based activities or those with more complex considerations (for	Inclusion team	Autumn term 2024. Summer 2025.	More staff trained. Children with medical needs are well supported and able to access the full breadth of the curriculum and extra-curricular activities.	

Aim	Current good practice	Objectives	Actions to be taken	Person(s) responsible	Date to complete actions by	Success criteria	Update on progress
<p>Improve communication with parents who do not speak English as a first language.</p> <p>Continue to develop and embed new systems for communicating with parents of SEND children.</p>	<p>Different language materials are available on request. There are some translation tools available on the school website.</p> <p>We have an open door policy on SEND parents and have refined procedures so communication is more regular with parents of children with SEND.</p>	<p>Look into other schools with similar demographics and accessibility procedures they have for non-English speaking parents.</p> <p>Refine procedures for SEND parent evenings and the sharing of APDRs.</p> <p>Refine meetings with parents of children with SEND, especially in the light of pressures on external resources.</p> <p>Consider establishing a support network for parents of children with SEND.</p> <p>Review and establish communications protocol, in light of changes to the leadership.</p> <p>Seek out further opportunities to improve website accessibility.</p>	<p>Research other schools in similar demographics and identify possible improvements to practice.</p> <p>Consider ways of translating, how to convert communications into different formats</p> <p>Refine communications protocol and share this with parents in the new years.</p> <p>Liaise with Inclusion team over possibility</p>	<p>SLT</p> <p>Offices</p> <p>Inclusion Team</p>	<p>Start Autumn term 2024</p>	<p>All families receiving key information in an accessible format</p> <p>Roll out of communications protocol and ensure wide awareness of this.</p> <p>Communication with SEND parents will be consistent and there will be networks to support these parents.</p>	

Aim	Current good practice	Objectives	Actions to be taken	Person(s) responsible	Date to complete actions by	Success criteria	Update on progress
Continue to develop the activities available to ALL children at playtimes through the OPAL project	OPAL has been a success and there is now a good range of different activities available to children each playtime.	<p>Continue to enhance the range of activities and opportunities available, with consideration for children with physical disabilities.</p> <p>Ensure play opportunities are varied, including calming spaces.</p> <p>Review the way different children can access the different elements of the playground.</p>	See OPAL action plan - ensure this is implemented.	Heads of School/OPAL working group	Official OPAL review likely to be in Spring 2025.	<p>All children experience valuable and enjoyable play</p> <p>There are no barriers to children with disabilities being able to enjoy a varied playtime.</p>	

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