



Accessibility Plan

Reviewed by:	Full Governing Body
Reviewed when	Summer term 2026
Next review	Autumn term 2026
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. Review of 2024 - 25 accessibility plan

Aim	Current good practice	Objectives	Actions to be taken	Person(s) responsible	Date to complete actions by	Success criteria	Update on progress
Ensure that all pupils are able to fulfil their full potential, through appropriate adaptation across the curriculum	The Federation has moved from a differentiation model to an adaptation model. Children with SEND are making good progress and learning walks indicate there is a good level of support.	Improve the strategies used for adaptation across the curriculum. Ensure support for SEND pupils is consistent across all classes and all subjects. Allow SEND pupils to make good progress academically, socially and emotionally. Ensure high levels of teacher and teaching assistant knowledge in supporting pupils with SEND.	CPD work with staff on adaptation and pedagogy to support all pupils to make better progress. SEND learning walks to identify excellent practice and address areas for improvement. Ensure all new members of the Inclusion team are suitably inducted and confident in performing their roles. Review how we monitor and report the progress and	SENCo and Inclusion Team All teaching staff	Ongoing throughout 2024-25	All SEND children able to access the curriculum in all subjects, including those not taught by their class teacher. All children are making good progress. Learning in foundation subjects is well adapted to meet the needs of all pupils. Progress and attainment of pupils with SEND	<u>January 2025</u> A plan has been formed alongside SEND Services to develop the adaptation across the curriculum. This will begin in the Spring term. SENcos are reviewing provision for children with EHCPs and APDRs. Progress of SEND children has been explicitly explored during pupil progress meetings.

			attainment of SEND pupils.			will be monitored and reported on.	<u>July 2025</u> Adaptation a key intent of the Federation Improvement Plan for 2025 - 26 Practice continues to develop and CPD planned across the year
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	Inclusion team	Autumn term 2024.	More staff trained. Children with medical needs are well supported and able to access the full breadth of the curriculum and extra-curricular activities.	<u>January 2025</u> Further staff have been trained to meet the needs of pupils with diabetes. At TMe, there has been a re-structuring of the first aid responsibilities to reflect staffing changes.

			with more complex considerations (for example, the residential trip).		Summer 2025.		<u>March 2025</u> Need to explore the lack of a disabled parking space clearly available for all at TMe. This does not currently have an impact on children but may be an issue for visitors. <u>July 2025</u> Parking spaces have been identified - not marked as disabled. Signage to be installed.
Aim	Current good practice	Objectives	Actions to be taken	Person(s) responsible	Date to complete actions by	Success criteria	Update on progress
Improve communication with parents who do not speak English as a first language.	Different language materials are available on request. There are some	Look into other schools with similar demographics and accessibility procedures they have for non-English speaking parents.	Research other schools in similar demographics and identify possible improvements to practice.	SLT	Start Autumn term 2024	All families receiving key information in an accessible format	<u>January 2025</u> Ongoing work, related to our equality objectives. SEND communication has

Continue to develop and embed new systems for communicating with parents of SEND children.	translation tools available on the school website. We have an open door policy on SEND parents and have refined procedures so communication is more regular with parents of children with SEND.	Refine procedures for SEND parent evenings and the sharing of APDRs. Refine meetings with parents of children with SEND, especially in the light of pressures on external resources. Consider establishing a support network for parents of children with SEND. Review and establish communications protocol, in light of changes to the leadership. Seek out further opportunities to improve website accessibility.	Consider ways of translating, how to convert communications into different formats Refine communications protocol and share this with parents in the new years. Liaise with Inclusion team over possibility of establishing a SEND network.	Offices Inclusion Team		Roll out of communications protocol and ensure wide awareness of this. Communication with SEND parents will be consistent and there will be networks to support these parents.	been refined, with more regular conversations happening between staff and pupils with SEND. Pupil voice has also been enhanced for pupils with SEND. Website accessibility is being reviewed by Juniper to meet new national standards. <u>July 2025</u> Work ongoing
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	OPAL has been a success and there is now a good range of different activities available	Continue to enhance the range of activities and opportunities available, with consideration for children with physical disabilities.	See OPAL action plan - ensure this is implemented.	Heads of School/OPAL working group	Official OPAL review likely to be in	All children experience valuable and enjoyable play There are no barriers to children	<u>January 2025</u> OPAL provision continues to develop. Calming spaces are a priority for the

through the OPAL project	to children each playtime.	Ensure play opportunities are varied, including calming spaces. Review the way different children can access the different elements of the playground.			Spring 2025.	with disabilities being able to enjoy a varied playtime.	school council through their action plan. Successful Development 3 meeting held and now awaiting final accreditation meeting. <u>July 2025</u> Platinum accreditation received by both schools. OPAL continues to develop. Activities and routines becoming embedded. Regular reviews taking place.
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4. Accessibility plan for 2025 - 26

Aim	Current good practice	Objectives	Actions to be taken	Person(s) responsible	Date to complete actions by	Success criteria	Update on progress
Ensure that all pupils are able to fulfil their full potential, through appropriate adaptation across the curriculum	Adaptation is a key intent of the Federation Improvement Plan for 25 -26.	Develop adaptation in practice to support both those children working towards Age Related Expectations, and those capable of Greater Depth	Ongoing CPD Monitoring through SEND learning walks Addressing areas for improvement Use APTgo action plan to support development of SEND provision Accessibility of classroom resources to be assessed and alternatives implemented where possible, i.e. audio book versions of class text	Senior Leadership Team Inclusion Team Class teachers	Ongoing for academic year	All SEND children able to access the curriculum in all subjects, including those not taught by their class teacher. All children are making good progress. Learning in foundation subjects is well adapted to meet the needs of all pupils. Progress and attainment of pupils with SEND will be monitored and reported on.	<u>Autumn term update</u> Outcomes of observations being addressed <u>Summer term update</u> Work ongoing Adaptation remains a focus Particular focus on greater depth/stretch and challenge for 25 - 26 External validation of approach

Aim	Current good practice	Objectives	Actions to be taken	Person(s) responsible	Date to complete actions by	Success criteria	Update on progress
Accessibility of buildings	Buildings currently assessed as accessible	Provide clear disabled parking space at Trumpington Meadows	Signage to be purchased and installed	Business Manager/Caretaker	December 2025	Sign in place	<u>Autumn term update</u> Space identified, Signage to be in place. <u>Summer term update</u> Installation of signage to be logged as a task on maintenance log
Improve accessibility of school communications and other documentation	Different language materials are available on request. There are some translation tools available on the school website.	All families can access and understand a variety of communications Stakeholder voice to be taken into account for documents such as the SEND information report	Newsletter to be developed using Sway -the 'accessibility view' function to be used. Parents to be advised of this option Families to be advised of the accessible items we can provide	Headteacher/s/PA/Inclusion	Summer term 2026	Communications available in a variety of accessible formats	<u>Autumn term update</u> Newsletter now issued in Sway form and has accessibility option <u>Spring term update</u> Alt text now in place for new website photos

Aim	Current good practice	Objectives	Actions to be taken	Person(s) responsible	Date to complete actions by	Success criteria	Update on progress
			Alt Text to be reinstated on website photos				<u>Summer term update</u> Parent input gathered for SEND Information report

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.	Need to investigate planned location of disabled bay at TMe and then consider its suitability.	OM	Summer 2025
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