

CAMBRIAN

Nurturing Growth - Inspiring Minds



Accessibility Plan

John Blandy Primary School

This document applies to all academies and operations of Cambrian Learning Trust.

www.cambrianlearningtrust.org

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

John Blandy's Vision is Belong. Believe. Brilliant. where Together We Thrive.

We are an inclusive school where every child feels a sense of belonging, where they are believed in and our supportive, nurturing environment is one where every child can achieve success.

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

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

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

Our Complaints Procedure, which can be found on our website and also from the school office, should be followed if you have any concerns relating to accessibility in school.

We have included a range of stakeholders in the development of this accessibility plan, including Governors, children, teachers and Senior Leaders.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. 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 <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 be completed	Success criteria
Increase access to the curriculum for pupils with a disability	<p>We offer a curriculum that is accessible to all pupils. We adapt our teaching to enable children to access the same curriculum.</p> <p>We offer pupils the use of technology to support their learning through the use of a chromebook and the use of Clickr.</p> <p>We track progress of all of our pupils. Children with SEND are also tracked against the interventions we use.</p> <p>We set pupil targets are realistic but also aspirational. These targets are created at the start of September and reviewed, but also are evident within</p>	<p>Ensure our curriculum design incorporates children with disabilities within our Library provision and Reading Spine.</p> <p>To access outreach support, when required, to work with individuals who have specific SEND needs.</p> <p>To ensure early identification of children with SEND in order to develop a more proactive approach to provision</p>	<p>Termly review of curriculum Review of books on offer and how our curriculum reflects needs of pupils with a disability.</p> <p>Follow advice of outreach services and external agencies. Train staff as required</p> <p>SEND review meetings 3x a year with SENDCO Liaise with families and external agencies as soon as concerns noted.</p>	<p>English Leads Subject Co-ordinators</p> <p>SENDCO</p> <p>SENDCo Class Teachers</p>	<p>August 2026</p> <p>As disabilities emerge within the school</p> <p>Continuous</p>	<p>A curriculum that reflects and celebrates disabilities within our school community.</p> <p>Pupils needs are well supported</p> <p>Pupils needs have been identified early and provision is put into place.</p>

<p>Pupil Profiles which are reviewed 3x a year.</p> <p>Our curriculum is reviewed frequently by subject leads ensuring it is sequential, progressive and accessible for all.</p> <p>When needed a differentiated curriculum is created for pupils with SEND needs where accessing the curriculum is difficult. This curriculum would include life skills for the pupil or small steps.</p> <p>Staff training has been put in place when needed to support pupils with disabilities eg: May I play and sensory circuits, dyslexia training</p> <p>TA provision is increased when needed to support pupils with a disability.</p>					
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	<p>Home learning available if child is absent from school due to their disability.</p> <p>Resources available to pupils as needed eg: fidgets, wobble cushions, ear defenders</p>					
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps into classrooms externally • Width of doorways is wide enough for wheel chair access throughout the building • Internal fire doors have dorguards holding them open for ease of access • Lift in the Rainbow Building • EVAC chair and staff trained to use this • Corridor width is wide enough in all areas for wheelchair access • Disabled parking bays x2 in front of main entrance 	<p>To ensure the school environment is suitable for all disabilities as required as required for the needs of staff/children</p> <p>Annually discuss classroom layout and ensure that the classroom will meet the needs of children/staff with physical disabilities including accessibility, PEEPS and seating positions.</p> <p>Learning environment to show consistencies from classroom to classroom eg: Recognition boards and Zones of Regulation.</p>	<p>As disabilities emerge or new pupils/staff meet with parents, OH, external agencies to receive and administer reasonable adjustments as required to support the learner/staff member.</p> <p>New staff trained in EVAC as needed</p> <p>Policy to be shared with staff annually and with new staff when staff change mid-year</p>	<p>Headteacher SENDCo</p> <p>Headteacher/ SENDCo</p> <p>Headteacher/ SENDCo</p>	<p>As required</p> <p>As required</p> <p>July 2025</p>	<p>Fully accessible environment to learn/work in.</p> <p>Fully accessible environment including safe evacuation for pupils and staff year on year.</p> <p>Classroom environment reflects the needs of the learners. Children can</p>

	<ul style="list-style-type: none"> • Disabled toilets within the main building and within the Rainbow Building • Library shelves at wheelchair-accessible height <p>John Blandy Learning Environment Policy in place</p> <p>Consistency in classrooms eg: Zones of Regulation display and colours on display boards consistent</p>	<p>All external areas fully accessible avoiding areas of trips and hazards</p>	<p>Staffroom car park to be resurfaced through access grant when applied for</p>	<p>Pupil/staff member Headteacher</p>	<p>July 2027</p>	<p>access all that is needed External areas fully accessible to wheelchair users for example.</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large-print resources when needed eg: SATs material and in lessons • Hearing loops in classrooms • Pictorial or symbolic representations • Blinds down to improve auditory sounds for pupils with hearing loss • Overlays in use for children with dyslexia 	<p>Work displayed on Smartboards is accessible to pupils with dyslexia for example</p> <p>Children able to read their own writing</p>	<p>PPTs to be presented avoiding black text on white background</p> <p>Books with buff paper for pupils with dyslexia</p>	<p>SENDCo</p>	<p>Immediately</p>	<p>Pupils with dyslexia can read information on the board and within their books to support their learning.</p>

4. Monitoring arrangements

This document will be reviewed every **2** years but may be reviewed and updated more frequently if necessary.

It will be approved by the Local Governing Committee and uploaded to the school website

