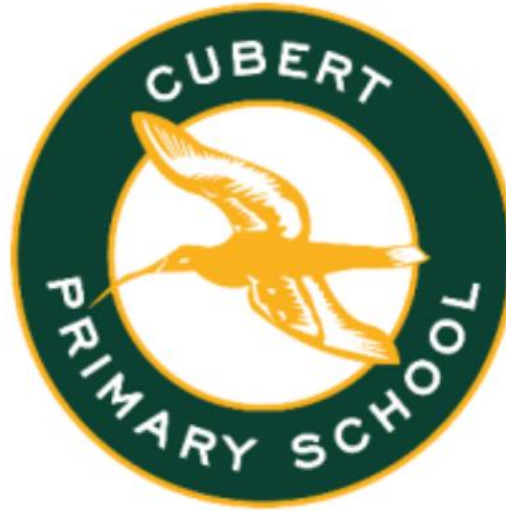




Accessibility Plan

Cubert Primary School

September 2026

(Review date July 2027)

Contents

- 1) Statement of intent
- 2) Planning duty 1 – Curriculum
- 3) Planning Duty 2 – Physical environment
- 4) Planning duty 3 – Information
- 5) Accessibility – Facilities and access audit

Statement of intent

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the hub council of **Cubert Primary School** to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the Academy must have regard to the need to allocate adequate resources in the implementation of the strategy.

The hub council also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The head teacher and other relevant members of staff
- Hub Councillors
- External partners

This plan is reviewed annually to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

Signed by:

Head of School

Date:

1)Planning Duty Curriculum

Hub councils should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

Term	Issue	What	Who	When	Outcome Criteria	Review
Short Term	To ensure adaptive teaching and curriculum access for all learners including those with SEND and disabilities.	Audit of curriculum to ensure subject leaders review needs and discuss outcomes with staff. Ongoing book audits and feedback given.	Head of School Subject leaders SENDCo	Autumn 2026	Management and teaching staff are aware of how all pupils can access the curriculum.	Summer 2027
Short term	Staff members equipped with relevant skills and current training to support pupils with SEND.	Training for teachers and TAs to provide support for pupils with SEND. Pupil progress meetings to provide information and additional support where needed.	Head of School Subject leaders SENDCo Ext advisors	Autumn/ Spring 2026/7	All staff members have the skills to support children with SEND.	Summer 2027
Medium term	Consistency of SEND provision across all classrooms.	Monitor implementation of Ordinarily Available Provision and Adaptive Teaching strategies through learning walks and pupil voice.	Head of School Subject leaders SENDCo	Termly	100% of classrooms demonstrate agreed inclusive practice and adaptive teaching approaches.	Summer 2027
Long term	Accessibility for pupils with SEND for all lessons.	Provide ICT and other adjustments for pupils with SEND and physical disabilities.	Head of School Teachers Subject leaders SENDCo	Autumn 2026	Pupils with SEND can access all lessons.	Summer 2027

2)Planning Duty Physical environment

Hub councils should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

Term	Issue	What	Who	When	Outcome Criteria	Review
Short term	School accessibility maintained for all pupils and adults.	Site and internal accessibility is in place. Push pad, door fobs (for staff) and sensor door opening mechanisms in place.	Head of School Teachers SEND staff Site manager	Autumn 2026	School and outside areas accessible.	Summer 2027
Short term	Ensure all pupils have access to appropriate visual cues to support learning and classroom routines	All classrooms have visual aids in place to support understanding of class curriculum and routines	Head of School Teachers SEND staff	Autumn 2026	All classrooms have visual timetables on display. Pupils are able to identify the visual timetable and understand the use of this. Display boards include key words and are linked to learning	Spring 2027
Medium term	Calm, low sensory areas are available to pupils within the school environment	Incorporation of appropriate equipment to support children with sensory needs	Head of School Teachers SENDCo Site manager	Autumn 2026	Pupils with sensory processing needs and SEMH needs can identify and access an appropriate regulation space throughout the school day.	Autumn 2027
Long term	Sensory Accessibility across the school environment.	Conduct annual sensory environment audit of classrooms, corridors, halls and dining areas	Head of School SENDCo Site manager External advisors	Autumn 2026	Identified sensory barriers reduced and environmental adaptations implemented.	Summer 2027

Planning duty 3: Information

Hub councils should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	SEND pupils to be ensured equal access to all information.	Audit of information delivery procedures Information is available through: visual supports, symbols, easy-read formats, translation services, digital accessibility tools, parent communication software	Head of School SEND staff Academy	Autumn 2026	School has checked any accessibility gaps to its information delivery procedures.	Summer 2027
	Ensure written information is accessible for all parents	School seeks advice from external advisors as and when required.	Head of School SEND staff ICT Lead Academy	Autumn 2026	School is aware of local services for converting written information into alternative formats e.g. the use of translators and apps to support.	Summer 2027
Medium term	Ensure written information is accessible to all SEND pupils.	Provide written information in alternative formats including the use of ICT to read texts.	Head of School SEND staff ICT Lead Academy	Autumn 2026	Written information is fully accessible to all children.	Summer 2027
Long term	Ensure school website is accessible to children with SEND and their parents.	Website available currently to all pupils and parents. Aspire ICT will ensure accessibility plug in is available and website is screen-reader compatible.	Aspire ICT Team	Autumn 2026	Website is fully accessible & monitored.	Summer 2027

Accessibility audit – Facilities and access (Page 1)

Item	Issues	Resolution	Who	Target Date	Review
Classrooms	Switches etc. may have to be changed/moved to suit an individual's needs.	Review if need arises.	Head of School Staff Academy Estates team	Autumn 2026	Summer 2027
Accessibility of entrances	Ensure access to the site is accessible to all	Annual review of ramps, push pads and door access	Head of School Staff Academy Estates team	Autumn 2026	Summer 2027
Accessibility of toilet facilities	Toilets must be accessible and suitable to the individual's needs	Review suitability and availability of accessible toilet provision annually	Head of School Staff Academy Estates team	Autumn 2026	Summer 2027
Dining Hall/Gym	Sensory accessibility	Review seating arrangements and quiet eating spaces.	Head of School Staff Academy Estates team	Autumn 2026	Summer 2027
Playground	Inclusive participation for all students	Evaluate playground accessibility and availability of adapted equipment	Head of School Staff Academy Estates team	Autumn 2026	Summer 2027
Fire Safety	Ensure safe evacuation of all individuals from school site	Review PEEPs and evacuation procedures annually	Head of School Staff Academy Estates team	Autumn 2026	Summer 2027