ACCESSIBILITY POLICY AND PLAN

Capel St. Mary CEVC Primary School

The Street, Capel St Mary, Ipswich, Suffolk IP9 2EG

Tel: 01473 310386
E:mail admin@capel-st-mary.suffolk.sch.uk
Website: www.capel-st-mary.suffolk.sch.uk

Care
Achieve
Persevere
Enjoy
Learn

Suffolk County Council

1. Aims

Capel School is required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

- To maintain a happy, caring and safe environment in which all individuals feel valued, special and confident. To help children acquire skills for lifelong learning, both as individuals and together.
- To develop lively and enquiring minds through extending children's natural curiosity and imagination and minimising barriers to learning.
- Through consideration and respect to encourage the growth of Christian Values such as forgiveness.
- To inspire and celebrate high standards of work, behaviour and self-discipline.
- To have effective relationships between families, school and other communities, including the Church.

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.

This Accessibility Plan was drawn up to cover the period from June 2025 to May 2028. The Plan must be reviewed every 3 years or more frequently if we make a significant change to our accessibility arrangements.

1. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

2. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

3. Capel St Mary CEVC Primary School plans to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able- bodied pupils; (~~If a school fails to do this they are in breach of the DDA~~). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- Improve the delivery of **information** to pupils, staff, parents and visitors with disabilities. The information should be made available in various preferred formats within a reasonable time frame.

4. Attached is the Action Plan, relating to these key aspects of accessibility in accordance with the Equality Act 2010. New Plans will be drawn up every three years.

5. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

6. The Accessibility Plan should be read in conjunction with the following policies and documents:

- National Curriculum policies.
- Equal Opportunities and Diversity policies.
- Health & Safety (including educational visits safety)
- Special Needs and Disability (SEND) Policy.
- Behaviour Policy.
- School Development and Improvement Plan.
- Condition Survey.
- School Website.
- Teaching and Learning Policy.

Capel St Mary CEVC Primary School – Accessibility Plan June 2025 –May 2028

Access to the Physical Environment

Targets	Strategies	Timescale	Responsibility	Success Criteria	Action
To be aware of the access needs of disabled children, staff, governors parents and carers Ensure the school staff & governors	**a) to create access plans for individual disabled children as part of the pupil support plan process. b) to ensure staff and governors can access areas of school used for**	**As required Ongoing process**	**SENCO / class teacher Headteacher Headteacher**	**Pupil support plans are in place for disabled pupils, and all staff are aware of pupils' needs. All staff & governors are confident that their needs are met. Continuously monitored to ensure any new**	

are aware of access issues	**meetings** **c) Annual reminder to parents, carers through newsletter to let us know if they have problems with access to areas of school.**			**needs arising are met.** **Parents have access to all areas of school they are permitted to enter.**	
Ensure everyone has access to reception area	**a) ensure that nothing is preventing wheelchair access** **b) check the outer door is wide enough for a wheelchair and operable** **c) provision of appropriate seating**	**Daily check to ensure the area in clear of obstructions** **Seating in place**	**Caretaker / Leadership & Management ('L&M') Committee/ HT/office staff** **L&M Committee** **Headteacher**	**Disabled parents / carers / visitors feel welcome.** **Visitors can sit down if waiting for reception.**	**Re-assess every Autumn term**
Maintain safe access for visually impaired people	**Check condition of yellow paint on step edges regularly** **Check exterior and interior lighting is working on a regular basis**	**Ongoing checks**	**Caretaker / L&M Committee**	**Visually impaired people feel safe in school grounds.** **Yellow edges to be re-done as needed throughout the school year**	
Ensure all disabled people can be safely evacuated	**a) Ensure there is a personal emergency evacuation plan for all disabled pupils.** **b) Ensure all staff are aware of their responsibilities in evacuation by being aware of the needs of a particular pupil.**	**As required** **As required**	**SENCO** **Headteacher to remind staff**	**All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation.** **Disabled people in wheelchairs can be evacuated quickly and easily**	
Provide equipment in classrooms	**Take advice from Advisory teacher service on appropriate**	**As required**	**Headteacher/SENCO**	**All children have access to the curriculum**	

to support pupils with a hearing or visual impairment	**equipment**				
Ensure there are enough fire exits around school that are suitable for people with a disability	**Ensure staff are aware of need to keep fire exits clear.**	**Daily**	**All staff/Headteacher/caretaker**	**All disabled personnel and pupils have safe independent exits from school**	**Provide further exit in the classroom in Unit 1 with a direct external access (presently Badgers) for ease of escape in case of a fire**

Access to the curriculum

Targets	**Strategies**	**Timescale**	**Responsibility**	**Success Criteria**	**Action**
Ensure support staff have specific training on disability issues	**Identify training needs at regular meetings**	**Ongoing**	**SENCO / Headteacher**	**Raised confidence of support staff**	
Ensure all staff (teaching & non teaching) are aware of disabled children's curriculum access	**Set up a system of communication for disabled children when appropriate. Share information with all agencies involved with each child**	**Review of IEPs, EHCPs and EPEPS annually and termly.**	**SENCO**	**All staff are aware of individual's needs**	
All school visits and trips need to be accessible to all pupils	**Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible**	**Ongoing**	**EVC / SENCO**	**All pupils are able to access all school trips and take part in a range of activities**	
Review PE curriculum to ensure PE is accessible to all pupils	**Review PE curriculum to include disability sports**	**Ongoing**	**SENCO & PE co-ordinator**	**All pupils have access to PE and are able to excel.**	
Review curriculum areas and planning to include	**Include specific reference to disability equality in all curriculum reviews**	**Ongoing Subject Leader monitoring**	**SENCO & Headteacher**	**Gradual introduction of disability issues into all curriculum areas**	

disability issues					
Ensure disabled children can take part equally in lunchtime and after school activities	**Discuss with people running other clubs lunchtime and after school. Support would have to be available – especially after school.**	**As required**	**SENCO**	**Disabled children feel able to participate equally in out of school activities.**	

Access to information

Targets	Strategies	Timescale	Responsibility	Success Criteria	Action
Signage around school to be in other languages	**Ensure signage is accessible and legible**	**Annual Check Summer Term**	**Headteacher / SENCO**	**ALL People feel they are welcome in school**	
Inclusive discussion of access to information in all parent/teacher annual meetings	**Ask parents about preferred formats for accessing information e.g. braille, other languages**	**Annually**	**SENCO / Headteacher**	**Staff more aware of preferred methods of communication, and parents feel included.**	
Use of school cloud software	**Use of software is appropriate for remote parent evenings for those unable to leave the house**	**Annually**	**SENCO/Headteacher**	**Staff aware of preferred methods of communication and parents feel included**	
Ensure use of more communication platforms to allow for full engagements	**Use Class Dojo and SchoolComms**	**Annually**	**Headteacher**	**Staff aware of preferred methods of communication and parents feel included**	

Reviewed by Governors – June 2025
Next Review Date – June 2028