

Cumberland Infant School and Little Cumberland Pre-School Accessibility Policy and Plan



Approved by: Board of Governors	Date: 20.5.25
Review Frequency: Every 3 years	Statutory requirement: Yes
Last Reviewed: May 2025	Next Review due: May 2028

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 pupils, staff and parents with disabilities.

We believe that every child has the right to receive a high-quality education in an inclusive and supportive environment. 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.

Through our vision and school ethos Cumberland Infant School and Little Cumberland Pre-School is committed to providing an environment which enables full access to school life, the school building, its grounds and the curriculum for all stakeholders and visitors, regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs. We are an inclusive school and will always do our utmost to meet the needs of our children with additional needs.

This policy and 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 policy and plan.

To develop the policy and plan, we consult and take advice from (amongst others): PCC Sensory Impairment Service, Educational Psychologists, CAMHS, Inclusion Outreach Service and medical professionals.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility policy and plan, including parents, staff and governors of the school.

This policy outlines our approach to ensuring that the physical environment, curriculum and communication systems at Cumberland are accessible to all.

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. The Children and Families Act 2014 reinforces the rights of children with disabilities.

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. Areas of Accessibility

Physical Accessibility

- 4.** The school will make reasonable adjustments to the physical environment to ensure accessibility for pupils with disabilities. This includes ensuring that entrances, classrooms, hallways, and toilets are accessible to all.
- 5.** Where required, the school will use ramps, hoists, or designated spaces to facilitate easy access for students with physical disabilities.
- 6.** The school will also consider the needs of pupils with sensory impairments, ensuring that classrooms are appropriately lit, and that noise levels are controlled.

Curriculum Accessibility

- 7.** The school will modify teaching methods, learning resources, and classroom organisation to accommodate pupils with diverse needs, including those with physical or sensory impairments, and those with learning difficulties.
- 8.** Staff will be trained in inclusive teaching practices, and reasonable adjustments will be made to the curriculum to support pupils with SEND.
- 9.** The school will promote activities that encourage social inclusion and participation in school life for all pupils.

Communication Accessibility

- 10.** Information about school activities, policies, and events will be made available in formats that are accessible to all, including those with visual or hearing impairments.
- 11.** The school will use technologies and resources such as large print, braille, or audio versions of written materials where necessary.
- 12.** Staff will communicate with parents and carers in ways that take account of any disabilities or communication needs, including providing translators or sign language interpreters when necessary.

Support for Pupils with Special Educational Needs and Disabilities (SEND)

- 13.** A SENDCo (Special Educational Needs and Disabilities Coordinator) will work with staff to ensure appropriate support plans (e.g., Individual Education Plans, EHC Plans) are in place for pupils with SEND.
- 14.** The school will provide additional resources, support staff, or specialist services where necessary to help pupils access the curriculum and participate in school life.
- 15.** The school will regularly review and update support plans to ensure they remain appropriate for each pupil's needs.

16. Action plan

Aim	Current good practice (established/under development)	Objectives (short/medium/ long-term)	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
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Increase access to the curriculum for pupils with a disability and to ensure that our children with a disability are as equally prepared for life as our other children	In order to obtain information about prospective pupils, we liaise with all children's parents/carers, pre-schools/nurseries, previous schools and, where relevant, outside agencies, so we are aware of any additional needs they may have before they join Cumberland.	Continue to promote awareness and respect for disabilities (long term).	Disabilities to be featured in assemblies and discussed as part of RHE curriculum especially when there are awareness days/weeks. (Maintain a calendar of these events and provide resources)	B. Herbert /J.Hubbard / C. Reckless /all teachers	Annually	At least 3 assemblies each year with a focus on different disabilities.
	Should the need arise, we endeavour to make any changes needed or obtain additional support/equipment before a child starts with us, but this will be dependent on the nature of the need.	Develop foundation subjects to ensure that adaptations are made, as necessary, to ensure high quality access to the curriculum and that opportunities for raising awareness of disabilities are taken where appropriate (medium term).	Evaluate and improve the range of resources to suit individual needs and adapt as necessary.	C. Reckless to cascade to all staff.	Ongoing	List of resources created and maintained. New resources created/purchased. Staff will have at least 3 training sessions for SEND related issues each year, ideally one per term, and in response to the developing needs of pupils in school.
	We would not wish to delay a child starting at Cumberland if we cannot make these changes/adjustments, unless we feel there would be concerns about their health or safety, or that of other stakeholders. If issues arise while a child is with us, we work with all those concerned and seek advice from other agencies to ensure that the child's physical, educational and emotional needs are met, so that they are enabled to access the curriculum and school life to the same extent	Continue to enhance our individual target setting process (using Provision Map) to ensure the needs of our SEND pupils are being met and their voices heard in the process (short term).	Use Provision Map to build and maintain Learning Plans and Behaviour plans, incorporating the opinions of the child (where appropriate). Continue to raise staff knowledge, awareness and skills in understanding how to improve accessibility for pupils	B. Herbert, C. Reckless and L. Trowern	Ongoing	Learning Plans include the voice of the child if appropriate completed and shared with parents three times a year.

	as the other children attending Cumberland.	immersive reader.(long term)	with disabilities, to meet the needs of children who join the Cumberland community.		Ongoing	Technology is embedded in our adaptive practice to meet the needs of all our children.
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	We follow the National Curriculum, which, through differentiation of resources and adaptive practice including careful planning by the teachers, can be accessed by all our children, although some may require additional adult support because of their learning needs. We seek advice from outside agencies, for example the Educational Psychologist, Sensory Impairment Team, Inclusion Outreach Service, Speech and Language Therapist, Physiotherapist, and Occupational Therapist, when necessary. We use resources tailored to the needs of pupils who require support to access the curriculum e.g., Braille machines, braille/large print books, writing slopes, specialist seating, separate workstations, fidget devices, privacy screens, chair bands, visual	To make better use of the Portsmouth Ordinarily Available Provision Document to provide ideas, opportunities and resources to better meet the needs of our children with disabilities and/or special educational needs. (medium term)	Support teachers in each year group when they are developing their curriculum/planning school trips. The Governors, Head teacher, SLT and SENDCo will continue to consult with outside agencies and the Local Authority when new situations regarding children with disabilities arise, to ensure that the child concerned receives the best education and experience whilst at Cumberland.	Governors, B. Herbert, M. Palmer, C. Wheeler, C. Reckless, R.Deane	Ongoing Ongoing	Curriculum overviews are developed, and teachers are aware to make adaptations for individuals. All children can access the curriculum. Children with significant needs have appropriate adaptations, (differentiated or individual support or curriculum).
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	timetables, IT support and additional adult support. LSAs and teaching staff work in a fluid way when supporting children with disabilities or special educational needs, interchanging to create a 'team around the child' to avoid a child becoming over-reliant on a single member of staff, building relationships with several members of staff and to promote independence. Curriculum progress is tracked for all pupils, including those with a disability. Where progress is harder to track, Small Steps Trackers are used to assess and inform next steps. Targets are set effectively and are appropriate for pupils with additional needs. Individual targets and interventions are regularly reviewed. The curriculum is regularly reviewed to ensure it meets the needs of all pupils.					
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	Staff plan how pupils with disabilities can access PE lessons and school visits. We have a large range of books which are adapted for pupils with a visual impairment. The school is also a member of RNIB Library and Living Paintings. Various visitors are invited into school to explain different disabilities/host assemblies/play accessible sports, e.g., seated volleyball.					
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Improve and maintain access to the physical	Cumberland is a single storey building with various points of access. Little Cumberland is a two-storey room.	To provide a school environment that is suitable and accessible to	Annual walk	C. Reckless	Annually, usually end of summer term.	All adaptations made allow good access.
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environment of the school.	We have two playgrounds and a small field all of which are easily accessible. Our six classrooms, The Hub, which are also the rooms for our Breakfast and After School Clubs, are off a central hall. Three of the classrooms have direct access to our outside grounds, which all have slopes leading up to the doors for wheelchair access. The garden area has an accessible slope for wheelchair access. We have two disabled toilets within the school which can be used by adults or children. They are fitted with a handrail and a pull emergency cord. One of the toilets has a hand-held shower and an electronic bed and hoist. Several members of staff have received the appropriate hoist training and advice is sought from training providers and Occupational Therapists on a more individualised basis for each child who requires the use of a hoist.	children and staff no matter what their disability or need. Little Cumberland we work in partnership with parents to ensure their child/children can access the upstairs provision. Making the Pod accessible is an ongoing priority.	Termly walk with site manager to ensure access is up to standard.	C.Reckless and B Herbert	Termly	
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	When the school has a pupil or staff member with a visual impairment, the school is assessed each year by a Habilitation Worker from the Sensory Impairment Team to ensure that the site is safe, and any hazards					
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	clearly marked, for pupils who have a visual impairment. The school has internal emergency signage and escape routes are clearly marked. All parking is on road parking around the school perimeter.					
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	• Seating children with hearing impairment where they are best able to see and hear the speaker. • Additional adult support, as necessary to facilitate understanding or to repeat or rephrase any communication.					
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17. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

18. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy

- Equality and Diversity Policy
- Special educational needs (SEN) information report
- SEND Policy
- Supporting pupils with medical needs in school policy.
- Child Protection Policy