



Accessibility Plan

Author	Shane Baker	Date: July 2024
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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 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.



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 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.

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	Objectives	Action to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum progress is tracked for all pupils • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils 	<ul style="list-style-type: none"> • To carry out a curriculum review to ensure that curriculum resources demonstrate a diverse society and community. 	<ul style="list-style-type: none"> • Meet with all curriculum leaders to identify where diversity has been incorporated into the curriculum. • Carry out a survey with staff and learners to gain a better understanding of the requirements of the resources needed at Cann Bridge. • Ensure curriculum resources include examples of people with disabilities 	Karen Hunter Deputy Headteacher	April 2026	There is a rich diverse resources available which celebrates the diversity within our school and community.
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities 	<ul style="list-style-type: none"> • To review all toilet and changing facilities to ensure that there is sufficient access and well-maintained equipment. • To develop a new communication language and literacy library which is accessible to all pupils. 	<ul style="list-style-type: none"> • Meet with Plymouth City Council to review net capacity assessment and identify areas for improvement with toilet facilities. • Review accessible toilets and equipment to ensure still fit for purpose. • Develop plans for a new library space ensuring that the li- 	Shane Baker Headteacher	December 2025	<p>There is enough accessible toilets with the right equipment for the population in the school.</p> <p>There is a larger and accessible library on the school site.</p>

			brary shelves at wheelchair-accessible height			
Improve the delivery of information to pupils with a disability	<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 • Braille • Induction loops • Pictorial or symbolic representations 	<ul style="list-style-type: none"> • To development core communication boards around the school site including corridors, breakout rooms, soft play, sensory room and play-ground. 	<ul style="list-style-type: none"> • Identify all spaces around the school requiring core communication boards and core vocabulary. • Identify materials required for core boards to be printed to ensure these last. • Produce and display new core boards around site. • Provide training to all staff and learners. 	Stephen Crawford Communication, Language and Literacy Lead.	April 2026	Communication boards are more visible and accessible around the school site, actively being used by learners and modelled by staff.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher.

It will be approved by the governing board.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy