



Corfield C of E Infant School

Accessibility Statement 2025

Date	September 2025
Approved by Governors	
Review Due	September 2026
Minute Number	

Accessibility Statement

At Corfield C of E Infant School we are committed to ensuring equal treatment for all, including those with any form of disability. By 'all' we mean anyone involved in the school community including employees, pupils, parents, carers and governors.

We will reduce and eliminate the barriers to accessing the curriculum and will ensure full participation in the school community for pupils, and prospective pupils, with a disability.

We will reduce and eliminate barriers to adults with a disability, be they staff, parents, carers, governors and all prospective individuals to ensure their full participation in the life of the school.

We aim to develop a culture of inclusion and diversity in which people feel confident about disclosing their disabilities in the certain knowledge that they will receive a positive and supportive response which facilitates their full participation in the full range of activities offered by our school.

We seek to foster a positive response to disability among all members in our school community and to eliminate bullying, harassment or the less favourable treatment of people with disabilities wherever and whenever it is likely to occur.

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles, and endorses the key principles in the National Curriculum 2014 Framework:

- ❖ Promoting the spiritual, moral, cultural, mental and physical development of pupils at our school and of society.
- ❖ Preparing pupils at the school for the opportunities, responsibilities and experiences of later life.

Although this plan is a requirement for pupils, the school also has duty to staff and visitors, who will benefit from any amendments, in particular in relation to the building access.

The Duty

The Equality Act 2010 introduced a single Public Sector Equality Duty (PSED) that applies to schools. It has three main elements. Schools are required to have due regard to the need to:

- ❖ Eliminate discrimination and other conduct that is prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.

- ❖ Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.
- ❖ The equality duty covers the nine protected characteristics: age, disability, gender, reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

The school and governing board is required by law to prepare an accessibility plan and “further such plans at such times as may be prescribed”.

The purpose of this document is to plan for:

- ❖ Increasing the extent to which disabled pupils can participate in the school’s curriculum (See table 1 access to curriculum).
- ❖ Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school (see table 2 access to the physical environment).
- ❖ Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled (table 3 access to information).

Definition of Disability

Disability is defined by the Equality Act 2010 as:

“When a person has a physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities”.

Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

Action Plan

To audit school resources to ensure a range of resources/materials are available for everyday use for pupils and staff.

If a child or adult with a specific disability which has not already been catered for comes to the school on a regular basis, their needs will be addressed as a priority.