



Name of Policy	Accessibility Plan <i>(adapted from The Key model policy)</i>
Approved	June 2026
Date to be reviewed	June 2027
Governor Committee	Resources
Key Member of staff	Business Manager
Statutory	Yes

Duxford Church of England Community Primary School is committed to the safeguarding and protection of children and young people, and requires all staff and volunteers to share this commitment.

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1. Introduction

- This document meets the requirements of Schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance on the Equality Act 2010.

Duxford Church of England Community Primary School is committed to providing an inclusive environment in which all pupils can thrive and achieve their full potential. The school recognises its duties under the Equality Act 2010 and is committed to ensuring that disabled pupils are not disadvantaged and are able to access the curriculum, environment and information provided by the school.

The purpose of this Accessibility 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.

The school aims to treat all stakeholders, including pupils, prospective pupils, staff, governors, parents, carers and visitors fairly and with respect.

The school works closely with pupils, parents, carers, external agencies and the Local Authority to ensure that appropriate support and reasonable adjustments are in place.

The Accessibility Plan is published on the school website and is available in alternative formats upon request.

2. Definition of discrimination against disabled pupils and prospective pupils

According to the Disability discrimination Act 1995, as amended by the Special Educational Needs and Disability Act 2001, a responsible body discriminates against a disabled person in education if (section 28B(1)):

(a) for a reason which relates to his disability, it treats him less favourably than it treats or would treat others to whom that reason does not or would not apply; and

(b) it cannot show that the treatment in question is justified.

The Act states that in failing to take a particular step, the responsible body does not discriminate against a person if this was because it did not know that the person was disabled (section 28B(3) and (4)). Less favourable treatment is justifiable if it results from a permitted form of selection or if the reason for the failure is “both material to the circumstances of the particular case and substantial” (section 28B (6) and (7)).

It is a requirement that the school’s accessibility plan is resourced, implemented and reviewed and revised as necessary. This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the

school, such as participation in after school clubs, leisure and cultural activities or school visits;

- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled, e.g. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Duxford CofE Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

3. Definition of Disability

The Equality Act 2010 defines a person as disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Under the SEND Code of Practice, 'long-term' is generally taken to mean a year or more and 'substantial' means more than minor or trivial.

The definition includes sensory impairments, learning difficulties, physical disabilities and long-term health conditions.

4. Key Objective

To reduce and eliminate barriers to access the curriculum, physical environment and information, enabling pupils and prospective pupils with disabilities to participate fully in all aspects of school life.

5. Principles

The school is committed to:

1. Promoting equality of opportunity for disabled pupils and adults.
2. Eliminating discrimination, harassment and victimisation.
3. Making reasonable adjustments.
4. Working in partnership with parents, carers and external agencies.
5. Valuing and respecting the views and experiences of disabled pupils and their families.
6. Providing a broad, balanced and accessible curriculum.

7. Ensuring accessibility considerations are taken into account when reviewing policies and future developments.

The school recognises and values parents' knowledge of their child's needs and respects confidentiality and dignity.

6. Activity

7.

Education and Related Activities

The school will continue to seek and follow advice from the Local Authority, SEND professionals, specialist teachers, educational psychologists and health professionals.

Physical Environment

Duxford Church of England Community Primary School is a predominantly single-storey site and is accessible to wheelchair users.

The school will make reasonable adjustments where required and seek specialist advice where necessary.

Where appropriate, Personal Emergency Evacuation Plans (PEEPs) will be developed and regularly reviewed.

Provision of Information

The school will ensure that information is available in accessible formats where required and will continue to use a variety of communication methods to ensure accessibility for pupils, parents and carers.

8. Action Plan

See Appendix 1. Change Appendix title to: Accessibility Action Plan 2026–2027.

9. Linked Policies

This Plan will contribute to the review and revision of related school policies, for example:

- School Development Plan
- Health and Safety Policy
- Admissions Policy
- SEND Policy
- SEND Information Report
- Equality Information and Objectives
- Curriculum Policies
- Fire Evacuation Procedures
- Site Security Policy
- Supporting Pupils with Medical Conditions Policy
- Complaints Policy

The audit forms part of the Single Equality policy, which sets out the school's approach to promoting community cohesion, equality and diversity.

10. Monitoring and review

This Accessibility Plan will be reviewed annually by the Resources Committee and approved by the Governing Body.

Progress against the Accessibility Action Plan will be monitored regularly to ensure compliance with the Equality Act 2010 and identify opportunities for further improvement.

Appendix 1 - Duxford CofE Primary School Accessibility Action Plan 2026-2027

Targets	Strategies	Outcome	Timeframe	Achieved
EQUALITY & INCLUSION				
To ensure that the accessibility plan becomes an annual item at FGB meetings	Clerk to governors to add to list for FGB Meetings	Adherence to legislation	Annually	
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole of school community aware of issues	On-going	
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	On-going	
To ensure that when disabled pupils are to be admitted that there is a review of the school accommodation and that educational and other provision is arranged accordingly	Reviews with parents, child, outside agencies, governors etc. as necessary	Pupils to be able to access educational opportunities	As necessary/On-going	
PHYSICAL ENVIRONMENT				
Duxford Primary School is a single storey school and is accessible to wheelchair users. Other adjustments may need to be made to ensure that the accommodation is accessible to meet individual needs.	Duxford Primary School will ensure that it makes appropriate adjustments to the building as necessary. The school will call on outside agencies and other professionals in the review process.	Modifications will be made to the school building to ensure that it is accessible as necessary.	As necessary/On-going	

CURRICULUM & ASSESSMENT				
To ensure that the curriculum provision meets the needs of all pupils including children with a range of SEND.	SENDCo is fully trained in line with Statutory requirements and access to updates, resources and information to lead SEND in school and ensure that provision meets need.	Staff feel well supported professionally and are able to support children to access the curriculum.	On-going	
To ensure that SEND need is identified and provision made	SENDCo will have a range of assessments available as well as access to specialist e.g. Educational Psychologist and Specialist Teaching Team to help in the diagnostic assessment of SEND as well as ongoing formative assessments.	Staff will be able to use diagnostic and other assessments tools to meet provision for SEND	On-going	
To continue to train staff to enable them to meet the needs of children with a range of SEND.	SENDCo to review the needs of children and provide training for staff as needed.	Staff are able to support children to access the curriculum.	On-going	
To ensure that all children are able to access all out-of school activities. e.g. clubs, trips, residential visits etc.	Review of out of school provision to ensure compliance with legislation.	All providers of out-of school education will comply with legislation to ensure that the needs of all children are met.	On-going	
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed e.g. special pencil grips, headphones, writing slopes etc.	Children will develop independent learning skills.	Review termly by SENDCo	

To meet the needs of individuals during statutory tests e.g. Phonics, KS1 and KS2 tests.	Children will be assessed in accordance with expected procedures but additional time, use of equipment, location etc. will be applied for as needed	Barriers to learning will be reduced or removed, enabling children to achieve their full potential	Annually	
WRITTEN/OTHER INFORMATION				
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary	Written information will be provided in alternative formats as necessary	As needed.	
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings in other ways e.g. phone calls	Staff to provide parents evenings by telephone call, video call or other agreed method and send home written Information	Parents are informed of children's progress.	Termly	