



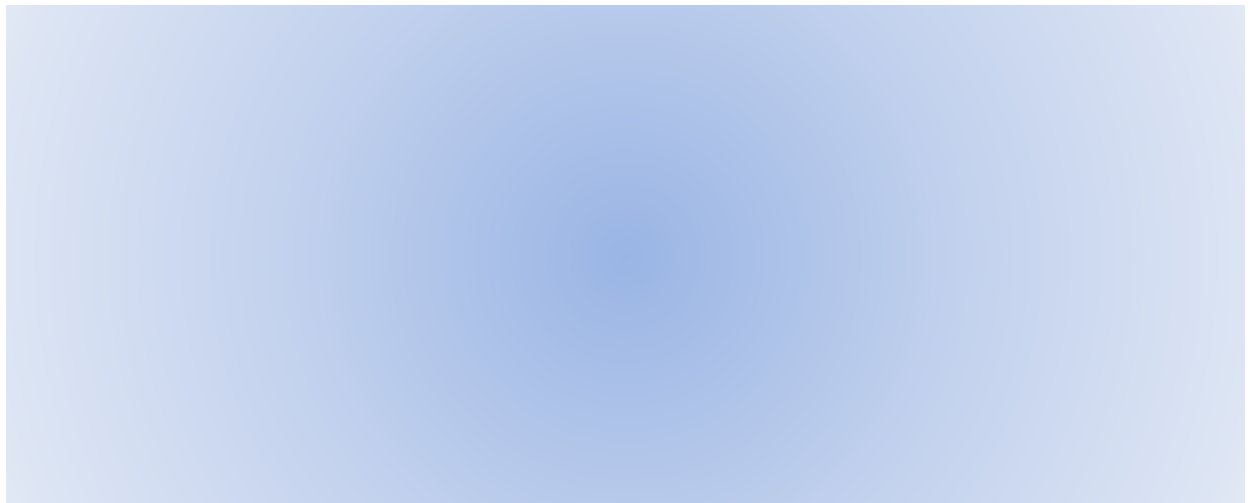
Hardwick and Cambourne Community Primary School

Accessibility Plan

Date Reviewed: Summer 2025

Reviewed by: Governing Body

Next Planned Review: Summer 2029



Safeguarding Statement

At Hardwick and Cambourne Community Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Hardwick and Cambourne Community Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Background Information:

The Equality Act 2010 means that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) They have a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The Equality Act 2010 outlaws discrimination by schools and Local Education Authorities against either current or prospective students in their access to education

Under the Equality Act 2010 and the SEN Code of Practice all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the Disability Discrimination Act (DDA). The effect of the laws is the same as in the past, meaning that ‘Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation’.

This three-year plan has been drawn in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

Objectives of the Accessibility Plan:

1. 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.
2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
3. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

The Accessibility Plan should be read in conjunction with the school policies, strategies and documents

Objective 1 Increase access to the curriculum for pupils with a physical disability and/or sensory impairments. To include:

- taking reasonable steps to ensure that lessons, trips and school activities are available to all students irrespective of their physical or mental disability.
- ensuring sufficient ICT aids exist to enable physically disabled students to participate fully in school activities.
- ensuring all staff are trained to meet the needs of the pupils currently on roll.
- monitoring attainment of all disabled children and put in place actions to bridge attainment gaps.
- reviewing curriculum content at all key stages to ensure that disability issues are adequately addressed.

Specific Actions	Lead/ Monitor	Timescale s	Resources	Success Criteria	2026 review and next steps
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<ul style="list-style-type: none">• All staff to be trained as appropriate to meet needs of key pupils (see also Training plan), both medical needs and in on-going differentiation of the curriculum.• SEN monitoring to continue to track progress of disabled pupils and the impact of the interventions they may take part in.• Full risk assessments to be carried out to ensure disabled pupils can take part in extra-curricular activities as appropriate.• Classroom and other areas are organised so that independence and participation of all children is optimal• Regular SEND learning walks• School policy reviews to consider needs of disabled pupils• Appropriate activities to be designed to take account of children with disabilities so they are included in school performances and events such as sports day• Use of outside agencies to provide reports and support where required.• Promote a culture of awareness, acceptance and advocacy for children and adults with disabilities	Head / Heads of Campus	Review Summer 2026 This should be continuo s throughou t the year	Training as appropriate e.g., Moving and Handling Liaise with Occupational Therapy and Physiotherapy as needed.	Medical needs met, protocols in place and followed Differentiation of curriculum activities evident in planning and lesson observations. SEN monitoring embedded in Governor monitoring. Risk assessments in place for all relevant activities and needs of disabled pupils clearly identified. On-going policy reviews include reference to needs of disabled pupils as appropriate Celebrating and sharing understanding through supporting national awareness events such as Down syndrome day or neurodiversity week All pupils fully included as appropriate to their needs.	
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Objective 2 Continue to review the physical environment of the school, and make any improvements if necessary and as resourcing allows.					
Specific Actions including CPD	Lead/ Monitor	Timescale s	Resources	Success Criteria	2026 review and next steps
<ul style="list-style-type: none">• Carry out an access audit every two years to ensure school is accessible to all in all areas.	Head	Audit by Nov 2026 to inform specific actions	Advice from support services	Disabled pupils and parents are able to access school site including site entrance and car park.	
	SENDCo		Resource s Committe e	Caretaker time for any improvements needed.	

			Cost for improvements, if needed, following access audit		
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