



**ST THOMAS CANTILUPE**  
CHURCH OF ENGLAND PRIMARY SCHOOL

Policy: Accessibility and Equality

Date: September 2025

School lead: Asha Begley

Governor lead: Andrew Teale

Review date: October 2027

Shine bright your light (Matthew 5: 14-15)



## 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 disabled pupils

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.

## 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## 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

## 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	Actions to be taken	Person	Date	Success criteria
Further develop the curriculum for pupils with an additional need (SEND)	Use of resources tailored to the needs of pupils who require support to access the curriculum. Curriculum progress is tracked for all pupils, including those with a disability or SEND Targets are set effectively and are appropriate for all The curriculum and planning are reviewed to ensure they meet the needs of all pupils.	Ensure all staff have access to SEN pupil updates Ensure all staff have liaison time with SENDCo where needed in order to ensure individual needs are met	Liaison with staff Dedicated time for SENDCo to work	KL AB	Jul 2026	100% SEND pupils make expected progress  30% make more than expected progress
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: Ramps/Well defined steps (painted), clutter free environments/classrooms.	Increase available play space to enable a wider range of activity for all	Dedicated additional play areas which can be used in all weathers Maintain outdoor trail / outdoor classroom.	AB	Jul 2026	100% children enjoy playtimes and are active
Improve the delivery of information to pupils with English as an Additional Language	Our school uses a range of communication methods to ensure information is accessible. This includes: Widgit symbols Following Talk for Writing approach Translation service Leaflets/information translated Dedicated EAL lead in school	Ensure staff have access to and are using expectations documents for EAL	Ensure consistency of approach between classes e.g. using a visual timetable, Widgit symbols.	AB	July 2026	100% EAL children enjoy school and feel safe  100% EAL children make expected progress  30% make more than expected progress
Reduce impact of income inequality between families and their children	We support families through; Reductions in trip costs Food parcels/referrals to food bank School resource HUB to support families School funded counselling service Referrals to relevant outside agency support	Audit of quality and use of external expertise	Free uniform (tie and jumper provided to every child) Open access to music and PE clubs	AB	July 2026	Cultural capital is recognised as important and is addressed through a range of measures Equity between pupils is improved

	Uniform support Curriculum design which is inclusive Fully funded clubs and music lessons		Enrichment activities for all Maintain the outside space			
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