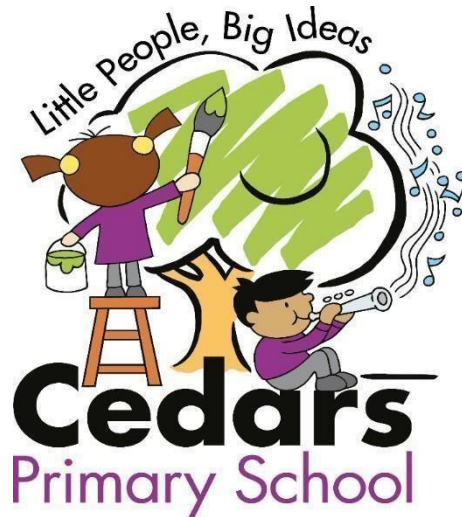


Accessibility Plan



Adopted and Approved by Governors:

Autumn Term 2026

Updated September 2026

Mrs Nicola Truman

Objectives

We aim to provide access to all areas of the building and outdoor facilities. We ensure equal access to the curriculum and relevant resources for all. The school has a caring ethos and a dedicated staff team who welcome and support children with special educational needs and/or disabilities and their families.

Cedars's Primary School's Accessibility Plan addresses paragraph 3 of schedule 10 to the Equality Act 2010 to:

- increase the extent to which disabled pupils can participate in the school's curriculum
- improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of the education, facilities and services provided or offered
- improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Links to other plans

This plan is directly or indirectly linked to a number of plans and policies in school:

- Asset Management Plan
- SEN information report
- SEN policy and reports to Governors
- Assessment Policy
- Equal Opportunities Policy

School Building Overview

Cedars is a two form entry primary school situated near to the centre of Blackburn. The main school building is two storeys with access from and to both levels. Each classroom on the ground floor has its own access from the school playgrounds. There is outside ramp access to all areas.

Close to the early years area of the building there is a lift to provide access between the lower and upper floor, a disabled toilet, changing facilities and a sluice area.

Overview

The Disability Discrimination Act 1995 covers a wide range of difficulties and impairments.

Under the provisions of the Equality Act 2010 Cedars Primary School recognises the need to provide adequate resources for implementing an accessibility plan. The plan will reflect our Disability, SEN and Equality Policies. In line with these policies, we will take the necessary steps to ensure that every young person, and employees of the school are given equality of opportunity to work, participate, learn, enjoy community life and develop socially.

The definition of disability under the law is a wide one.

- A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day to day activities.

- The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.
- If a person has been disabled in the past (for example, cancer survivors and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

At Cedars Primary, pupils with an EHCP have their category of need identified by the Local Authority.

Pupils on SEN support have barriers to learning which fall under the broad areas of need under The Code of Practice 2014:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/ or physical.

Priorities

There are three key duties within the Accessibility Plan towards disabled pupils.

Under Part 4 of the Disability Discrimination Act, these duties are:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

For Cedars Primary School, the priorities in the Accessibility Plan cover:

A. Curriculum

To meet the needs of all pupils we will:

- Monitor pupil progress and outcomes through target setting and tracking to ensure SEND pupils make appropriate progress
- Provide resources, including any specialist materials and support, suitable to age group and level of ability
- Monitor the use of equal opportunities
- Raise staff awareness through team meetings, staff training and discussion
- Monitor access to the curriculum and extra-curricular activities
- Liaise with professionals to obtain advice and recommendations which can be followed
- Make referrals to specialist services when appropriate

B. Premises

Cedars has been adapted over time to meet the needs of our pupils. Adaptations to school include:

- Adequate doors for wheelchair access
- Disabled toilets
- Ramps providing access to KS1, KS2 and early years
- Lift to access the school's upper floor facilities
- Tactile floor surface for the partially sighted
- Hand rails
- A sensory room
- Personal Emergency Evacuation Plans (PEEPs) to direct staff on how to assist pupils with physical disability with exiting the premises.

C. Provision of Information

To meet the needs of all pupils we will:

- Ensure all pupils and parents have equal access to all information relating to the curriculum, cross-curricular activities and the wider school curriculum
- Publish a range of information on the school website
- Signpost parents to the Local Offer where there is a wealth of information to support disabled children and their families
- Encourage school council members to pass on and report back important information.

National Framework

The group responsible for constructing this plan has worked within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Code of Practice (2014, updated 2015)
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights commission)
- Equality Act 2010: advice for schools DfE Feb 2013
- The SEN Information Report Regulations (2014)
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Teachers Standards 2012

Consultation

In producing this Accessibility Plan the following groups were consulted:

- staff in school, including the SEND Governor and the School Business Manager
- pupils in school
- parents in school
- LA

Availability

This plan is available as a hardcopy in the staffroom

The plan is also available on the Cedars Primary School website

The Access Plan

Part 1 – Access to the curriculum and learning

Areas for improvement	Intended Outcomes	Actions	Resources	Time Scale
To review all statutory policies to ensure that they reflect practice and procedure.	Be aware of policies involved.	Review each one at review date or sooner if changes are required,	N/A	Review date
To establish close liaison with parents.	The parents will have a positive relationship with staff in school.	Find out as much information about the child and have a plan of support. Regular dialogue with parents. Open door policy so that parents know they can ask for support at any point. Signpost parents to relevant services; including the Local Offer from the Local Authority.	N/A	Day to day. Reviews. Meetings as and when required by parents/staff.
To ensure full access to the curriculum for all children.	All children will fulfill their potential in line with our Mission Statement.	Be aware of the difficulties and potential of each child. Take into account different learning styles. Continuous assessments using tools available. IEPs for those children on the school's SEND register.	Assessment tools/ methods used in school.	Ongoing

To continue to liaise with the relevant outside agencies for each child.	Children will receive support as early as possible.	Parents or teachers express a concern. Details given to SENDCo who will access support from outside agencies via their referral processes. Class teachers will implement advice and recommendations from outside agencies to support the child's learning and development.	N/A	Ongoing
To regularly review the attainment of all SEND pupils.	Children will make the best progress possible.	Children will be assessed using the appropriate assessment tool. Teachers will plan using the next steps. SSAs will differentiate tasks accordingly in consultation with the class teacher. Progress of SEND pupils will be reviewed during half-termly pupil progress meetings.	Assessment tools. Advice from relevant outside agencies.	N/A
To regularly review the attainment of more able pupils.	Able and gifted and talented children will make the best progress possible.	Staff will have high expectations of these children. Work will be carefully differentiated and addressed through quality first teaching. More able pupils will receive appropriately challenging interventions.	N/A	Ongoing assessment and termly tracking

Part 2 – Physical Environment

(A) Toilet, Changing and Personal Care Facilities

Areas for improvement	Intended Outcomes	Actions	Resources	Time Scale
Ensure disabled toilets/medical	Facilities will be maintained and ready for use.	Regular H & S checks. Repairs as needed.	As needed	Half termly check

rooms are well maintained.	No unnecessary items will be stored.	Tidied up regularly.		
Support staff are aware and have appropriate training with regards to the medical needs of SEND pupils.	Support staff are fully trained and are able to provide quality support for the pupil.	Health care plans in place for pupils and for support staff to follow. Bespoke training will be accessed depending on the needs of the pupil.	Training	Training ongoing Specific needs met as and when
Review individual health care plans on a regular basis.	Care plans will be reviewed and updated.	Review annually or sooner if there is a change as informed by the parent.	N/A	Annual / as required

Part 2 – Physical Environment (B)

Physical Accessibility

Target	Intended Outcomes	Actions	Resources	Time Scale
Improve the physical environment of the school.	The school will take account of the needs of all pupils, staff and visitors with physical difficulties when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes and more accessible facilities and fittings.	Depends on the project.	As required	Ongoing
Continue to develop playgrounds and facilities.	Improve play facilities for all children in order to give the children the opportunity to develop motor skills and play.	Look for funding opportunities.	Depends on project	Ongoing
To ensure that pathways, fencing and all-weather pitch on the school site are as safe as possible.	Pathways, fencing and all-weather pitch will be well maintained.	Daily inspections of the site. Maintenance where needed.	Depends on project	Ongoing
Ensure visually stimulating environment for all children.	Create learning environments that support all children's learning.	Adapt where possible for those children with needs e.g. ASD children may not like cluttered environments.	As required	Ongoing
Ensure all with a	Disabled children will have an individual access	Create access plans	Will vary according to	Ongoing

disability are able to be involved.	plan if required.	for relevant individuals. Seek advice/information from parents and outside agencies.	need.	
To promote the involvement of SEND pupils in classroom discussions/ activities.	Children will be able access the curriculum fully at their level.	Seek the advice of relevant professionals. Relevant adjustments to be made during planning of lessons to ensure inclusion of all.	Will vary according to need.	When needed but intervention should be as early as possible.
Ensure the safety of pupils in an emergency.	Children to have an individual Personal Emergency Evacuation Plan (PEEP).	Complete a PEEP for individual children.	As identified in the PEEP.	As and when needed.

Part 3 – Access to information

Areas for improvement	Intended Outcomes	Actions	Resources	Time Scale
To enable improved access to written information for pupils, parents and visitors	Children with VI will be able to access more print around school.	Enlarge text as needed. Ensure that text is not too complex. Audit the school library for suitable texts. Differentiate homework tasks with clear instructions for parents.	As in actions	Ongoing
To ensure that all children with ASD have access to a curriculum relevant to them.	Children with ASD will be able to communicate their needs in order to enable them to reach their potential.	Continued training and support from the Early Years and Early Help and ASD team. Use appropriate method of assessment to plan work. Liaise with speech and language services to provide an appropriate means for the pupil to communicate their thoughts and needs, i.e. Picture Exchange Communication System (PECs).	Relevant assessment tools	Ongoing
To review children's records ensuring school's awareness of disabilities and other needs.	Up-to-date, relevant information will be available for all children with SEND.	Information about new children collected/sought from other schools. Records passed on to new class teacher both written and via end of year transition meeting. Annual reviews. Update of information each year. Regular reminders that parents should keep us informed of any changes.	N/A	Ongoing
		Care plans.		

Review Approval Body : Resources and Finance

Date Approved : September 2026

Next Review Date : June 2028