

Cuffley School Accessibility Plan



Ratified: March 2025
Chair of Governors: Marie Linanne
Review: March 2026

Legislation used to inform the Accessibility Plan

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning 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) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and, in particular, Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Cuffley School is committed to providing an environment that enables full curriculum access which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. The school recognises and values parent’s knowledge of their child’s disability and its effect on their ability to carry out everyday activities and respects the parent’s and child’s right to confidentiality.

Cuffley School’s Accessibility Plan shows how reasonable adjustments are currently being implemented to ensure that all children can access the physical environment and their learning to enable equal opportunities. The plan also considers further improvement to cater for the needs of disabled pupils, staff and visitors to the school within a given timeframe.

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

- Cuffley School's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Health & Safety Policy
- Special Educational Needs Policy

The Accessibility Plan for physical accessibility remains the responsibility of the governing body. It may not be feasible to undertake work identified during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. Accessibility audits will be undertaken by the school to inform plans on a regular basis.

The Accessibility Plan is published on the school website and is monitored by the governing body and will be reviewed at regular intervals.

Attached is a set of action plans showing current reasonable adjustments as well as recommendations on how the school will address the priorities identified in the plan.

Audit of existing provision:

Before restructuring this accessibility plan format, the school SENCO, Senior Leadership Team and SEN governor completed the 'Identifying Barriers to Access Audit' in the Hertfordshire SEND toolkit. The new structure of the accessibility plan has been based on the Hertfordshire SEND toolkit. The strengths identified in the audit for each subheading have been listed above the new targets.

How do we plan to increase the extent to which disabled children and young people can participate in our school curriculum?

Audit strengths in this area were identified as:

- All children are provided with the opportunity to achieve in lessons through adapted teaching tasks, the use of assisted technology and blended learning.
- Teachers and teaching assistants have specific training in supporting children with SEND. This will be delivered by the SENCo regularly through CPD. Hertfordshire County Council have also provided further training from relevant specialist advisory teachers (Speech and Language, Autism, Cognition and Learning). Where children receive specialist support, teaching assistants are trained by therapists and advisory teachers.
- Lessons provide opportunities for all children and young people to achieve through individual, pairs, groups and whole class learning and work.
- Staff provide alternative ways, such as the use of Google Classroom and blended learning, to give access to experience and understanding for children with disabilities or impairments who cannot engage in particular activities.
- All children and young people are encouraged to take part in music, drama, physical activities and school visits.
- Staff seek to remove all barriers to learning and participation and have high expectations of all children and young people.

Identified focus area	Actions to be taken	Lead person	Resource considerations	What would success look like?	Date to be achieved	Progress with dates
To increase inclusion within PE through appropriate scaffolding and targeted support	<ul style="list-style-type: none"> Individuals and groups of children with SEND who would benefit from enhanced PE support to be identified. Physical targets focused on gross motor skills to be considered in children's individual SEND support plans. 	<p>SENCO/ PE Lead teacher</p> <p>SENCO/ Class Teacher (CT)</p>	<p>Easy grip equipment, rackets and balls. Visuals to support rules of games and sports.</p> <p>Collaborative working with Occupational Therapist (OT) where available.</p>	<p>Children with SEND will demonstrate improved motor skills.</p> <p>Children with SEND will actively partake more in PE lessons.</p> <p>Pupil voice will show children with SEND have a higher level of enjoyment in PE.</p>	<p>March 2026</p> <p>July 2026</p> <p>July 2026</p>	
To ensure all classrooms are optimally organised for children.	<ul style="list-style-type: none"> Completion of Hertfordshire SEND toolkit 'Inclusive teaching observation checklist' (pg116-119) to identify individual classroom strengths and areas of improvement. Allow a clutter free border around the IWB. 	<p>CT/ SENCO</p> <p>SENCO/SLT discussion</p>	<p>Time for teachers to work with SENCO to complete these in September.</p>	<p>Teachers will be able to complete and analyse their inclusive checklist with support from the SENCo.</p> <p>Children's focus and attention will improve during carpet sessions. Distractions minimised.</p>	<p>September 2025</p> <p>September 2025</p>	

2. How do we plan to improve the physical environment of our school to meet the needs of all disabled children and young people?

Audit strengths in this area were identified as:

- The size and layout of areas within the school allow access for all children and young people. School areas are well lit.
- Wheelchair users can move around the school without experiencing barriers. There is step-free access and ramps. The school has a disabled toilet and personal care area.
- The school has two identified disabled parking spaces.
- Furniture and equipment are selected, adjusted and located appropriately within the school.

Identified focus area	Actions to be taken	Lead person	Resource considerations	What would success look like?	Date to be achieved	Progress with dates
To ensure emergency evacuation systems are set to inform all children and young people.	<ul style="list-style-type: none"> • Create visual fire evacuation instructions. 	SENCO	Use of widget online to make visual aids.	Children have emergency exit information supported visually.	July 2025	
To ensure decoration and signage support children and young people with visual impairment, autism or epilepsy.	<ul style="list-style-type: none"> • Create clutter free space around the whiteboard. • Create low arousal working spaces where appropriate. • Widget visual support for lesson vocabulary. • Reduce displays with multiple colours, where appropriate to meet needs of class/cohort 	CTs / SLT CTs/ SLT SENCO/ CTs CTs/ SLT	Reduce resources around IWB and on walls when not needed. Consider pastel colours and reduce resources in the same areas. Widget online to support vocabulary. Consider pastel/ hessian displays.	Children are less distracted by the stimuli around the IWB and have better focus. Pastel colours and hessian reduce the sensory overload some children may get in bright/ busy environments.	September 2025 September 2025	

Ensure that steps are taken to reduce background noise for children and young people	<ul style="list-style-type: none"> • Ear defenders for children who require them. 	SENCO	SEND budget allows for ear defenders where needed.	Children will have free access to their ear defenders when needed.	April 2025	
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3. How do we plan to improve how our school delivers materials in other formats?

Audit strengths in this area were identified as:

- When required, the school provide information in easy read format, symbols, large print, visual and audio for children who may have difficulty with standard forms of text. Information is presented to children in a way that is user-friendly and incorporates assisted technology and blended learning.
- Staff are trained to use technology to support children with SEND. This includes the use of Clicker, Widget and Google Classroom.

Identified focus area	Actions to be taken	Lead person	Resource considerations	What would success look like?	Date to be achieved	Progress with dates
To develop the accessibility of information for the whole school community.	Senior Leadership Team (SLT) to discuss how key newsletter information such as school closures, non-uniform days etc. can be best communicated to all parents.	SENCO/SLT	Administrative costs.	Parents are able to access key information who are unable to use internet or do not have a device at home.	September 2025	