The Canterbury Academy Trust
Schools for all the Talents

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The Canterbury Primary School Accessibility plan from Jan 2025 – 2026

The Canterbury Primary School Accessibility Policy

Policy Statement

1) Aims

At The Canterbury Primary School, we are committed to promoting equality of opportunity and fostering an inclusive, accessible environment where every member of our school community can thrive. We actively seek to identify and eliminate barriers that may hinder any pupil, staff member, parent, or visitor from fully participating in school life.

Objectives

1. Provide an accessible and inclusive learning environment for all pupils, including those with disabilities and additional needs.

2. Ensure physical, sensory, and informational accessibility throughout the school.

3. Promote equality and diversity within the school ethos.

4. Monitor and evaluate access initiatives regularly, making adjustments as needed.

This Accessibility Plan sets out how The Canterbury Primary School will continue to:

1. Increase access to the curriculum: Ensuring that teaching and learning opportunities are inclusive, with appropriate adaptations for all pupils, including those with SEND.

2. Improve the physical environment: Identifying and addressing barriers within our facilities to enable safe and unrestricted access for everyone.

3. Provide accessible information: Making all communications, written materials, and resources available in formats suitable for individuals with sensory or cognitive needs.

2) Legislation and guidance

Our Accessibility Plan is guided by our obligations under the following legislation:

• The Equality Act 2010, which requires schools to make reasonable adjustments to prevent discrimination against individuals with disabilities.

• The Special Educational Needs and Disability Regulations 2014, which support the provision of high-quality educational opportunities for pupils with additional needs.

• The Children and Families Act 2014, which outlines the responsibility of schools to collaborate with families to meet the needs of pupils with SEND.

• The Public Sector Equality Duty (PSED), which compels schools to consider the needs of individuals with protected characteristics and eliminate disadvantage.

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Through this plan, we aim to create an inclusive and supportive school environment, embedding accessibility into our ethos and practice. We work collaboratively with pupils, parents, staff, and external agencies to ensure that all members of our community are respected, valued, and empowered to reach their full potential.

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3) Accessibility Action Plan					
	Targets	**Strategies**	**Outcome**	**Time Frame**	**Goals Achieved**
Short-Term Target 1	Improve access to key areas of the school building.	Conduct an accessibility audit to identify barriers (e.g., ramps, door widths, accessible toilets). Seek funding for adjustments.	Key areas are accessible to pupils, staff, and visitors with mobility needs.	Within 6 months	Improved physical accessibility for all users.
Short-Term Target 2	Enhance communication for children with additional needs.	Implement visual aids, communication boards, and accessible digital tools in classrooms. Provide staff training on inclusive communication strategies.	Improved communication for pupils with SEN and EAL.	Within 3 months	Better pupil engagement and understanding.
Short-Term Target 3	Improve awareness of access policies among staff and parents.	Distribute an updated access policy via newsletters, website, and staff briefings. Host workshops on inclusivity and accessibility.	Greater awareness and understanding of accessibility practices among all stakeholders.	Within 2 months	Increased collaboration and support from staff and parents.
Long-Term Target 1	Upgrade playground facilities to be fully inclusive.	Install inclusive play equipment (e.g., sensory equipment, wheelchair-friendly structures). Ensure	Inclusive outdoor spaces that promote social interaction and play for all pupils.	Within 12-18 months	Enhanced outdoor learning and play experience for pupils with disabilities.

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		outdoor spaces are accessible for all.			
Long-Term Target 2	Develop a culture of inclusivity across the school community.	Embed accessibility and inclusivity training in annual CPD. Integrate diversity into the curriculum (e.g., books, topics, projects).	A welcoming, inclusive culture that celebrates diversity and removes stigma.	Ongoing (review annually)	A sustained, inclusive school ethos.
Long-Term Target 3	Ensure technology is accessible for all learners.	Invest in assistive technologies (e.g., screen readers, dictation software). Provide training to staff and pupils on how to use accessible technology effectively.	Pupils with disabilities have equal access to ICT resources and learning opportunities.	Within 1-2 years	Equal access to educational tools and resources for all pupils.

4) Monitoring arrangements

The Access Plan is reviewed annually by the governing body and updated in response to pupil and parent feedback, audit findings, and changes in legislation or guidance.

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Appendix 1 – Accessibility audit

1. Physical Access

Area	Question	Findings	Action Required	Priority
Entrance and Exits	Are all entrances and exits step-free or have ramps?			
	Are doors wide enough for wheelchair access (minimum 850mm)?			
Corridors and Pathways	Are corridors and pathways clear of obstacles and wide enough for easy navigation?			
Toilets	Are accessible toilets available with grab rails, alarm cords, and clear signage?			
Stairs and Lifts	Are stairs equipped with handrails and nosing strips?			
	Is there a lift or alternative for moving between floors?			
Classrooms and Spaces	Are classrooms arranged to allow wheelchair users to move freely?			

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	Are tables adjustable or accessible to all pupils?			
Playground and Outdoor Areas	Are outdoor play and learning areas accessible for all pupils, including sensory equipment?			

2. Sensory Access

Area	Question	Findings	Action Required	Priority
Visual Accessibility	Is signage clear, using large fonts, high contrast, and symbols where appropriate?			
	Are classrooms well-lit with minimal glare?			
Hearing Accessibility	Are hearing loop systems installed in key areas (e.g., hall, reception)?			
	Are teachers trained to use clear and consistent communication methods for pupils with hearing impairments?			

Sensory Rooms	Is there a quiet or sensory-friendly space available for pupils who may need it?			

3. Informational Access

Area	Question	Findings	Action Required	Priority
Communication Materials	Are school communications (e.g., newsletters, policies) available in alternative formats (e.g., large print, Braille, or audio)?			
	Are communication boards, visual timetables, or assistive technologies available in classrooms?			
Website Accessibility	Is the school website accessible (e.g., compatible with screen readers, text resizing)?			
Parent and Visitor Access	Are there interpreters or alternative formats available for parents with additional needs?			

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