St Cyprian's Greek Orthodox Primary Academy

ΠΑΝΤΑ ΙΣΧΥΩ ΕΝ ΤΩ ΕΝΔΥΝΑΜΟΥΝΤΙ ΜΕ ΧΡΙΣΤΩ ΙΝΑ ΑΡΙΣΤΕΥΩ

I AM STRONG THROUGH JESUS CHRIST

TO THE BEST THAT I CAN BE

Disability Access Plan and Equality Scheme

Revised: July 2026

Reviewed and ratified by Full Academy Trust:

Date: 15th JULY 2026

Signed:

Name: PETER TRAGOULIAS

Position: Chair of Finance Audit & Risk committee

Date of next review: July 2027

Our Mission Statement
'The aim of St Cyprian's Greek Orthodox Primary Academy is to provide its children w primary education of the highest quality in a supportive learning environment through National Curriculum in the core subjects, enriched by the progressive teaching of the language and Christian Orthodox religion.

The children will be equipped with the knowledge, skills and spirituality to enable them achieve their full potential and prepare them for transition to secondary education and contribute positively to the challenges of a diverse multicultural society.'

The term 'parents' in this policy also refers to carers.

Introduction
Research evidence shows that disabled pupils have disproportionately poor educatior attainment and progression to further education. To bridge the gap in educational atta between disabled and non-disabled pupils, appropriate steps need to be taken to rem barriers to teaching, learning and extra curricula activities in schools and other educat settings.
LA Accessibility Strategy 2017/18-2019/20.

Purpose of the Plan

The disability and access plan will be published on the academy's website and has th following main aims:

- Increasing the extent to which disabled pupils can participate in the curriculum.
- Improving the physical environment of the school for the purpose of increasing extent to which disabled pupils are able to take advantage of education, facilitie services provided or offered by the school.
- Portraying a positive image of people with disabilities.

Definitions

Disabled person

A person is disabled if they have a physical or mental impairment that has a substanti long term adverse effect on their ability to carry out normal day to day activities. A phy mental impairment includes learning difficulties, mental health conditions, medical cor and hidden impairments such as dyslexia, autism and speech, language and commur impairments (Equality Act 2010). All forms of physical disability, sensory impairmer learning disabilities are implied when reference is made to disabled people.

Special educational needs

A child or young person has special educational needs if he or she has a learning diffi disability which calls for special educational provision to be made for him or her. (Chil Families Act 2014).

Physical Environment of the Academy

St. Cyprian's Primary Academy is based in a large Victorian building on two levels wit access to the first floor via stairs and a lift. There is also a separate building accommc two classrooms on two levels, the 2nd level is only accessible via a stair case. Pupils v mobility difficulties would be accommodated on the main site. There are two large playgrounds, an outside area for Early Years and another for Wrap Around Care. All t areas are on the ground floor and can be accessible via wheelchair.

There is a staff/visitor car park at the front of the building. The main gates are accesse an electronic entry phone system.

The car park area and entrance to the school is lit by time controlled lights. There is s| disabled parking in the car park.

There are yellow and white stripes on each step to support pupils with visual impairme well as vibrant paint on all door frames. Both stair cases have been carpeted to absor background noise and provide greater safety when walking up and down the stairs. TI clear signage both inside and on the school playgrounds, directing visitors and pupils the school. There is a disabled toilet located near the entrance of the main building.

The Current Range of Disabilities within St. Cyprian's Primary Academy

There are a number of children who have asthma. Inhalers are kept in each classroon clearly labelled container. A further inhaler for each pupil is kept in the office.

Type of Disability	No of Pupils
ASD (Aspergers)	4
Physical Disability	0
Hearing Impairment	1
Visual Impairment	1
Speech and Language or communication difficulty	8
Medical Needs	20

Priority	**Action**	**Responsible Person**	**Timescale**	**Outco**
Ensure building is accessible to all pupils	a) Issue accessibility questionnaire to all pupils. Analyse questionnaire feedback and use to identify priorities b) obtain regular feedback from pupils and families on physical environment issues via questionnaires, focus groups etc. c) check lighting and painting schemes to help pupils with visual difficulties • Paint the balanced beams located by the fence • Cover or highlight with	a)HT/DHT b)class teachers during inclusion week c) Premises chair of governors, site manager HT d) HT	a-b) Autumn term c) ongoing d) reviewed as need arises	All pup have e safe a all areas school that ca reasor adapte (Met)

	yellow paint the posts along the under-cover pathway with post padding • Highlight wooden trim trail with highlighting tape or yellow non-slip highlighting paint • Highlight the ground around the trees located along the fence perimeter. • Highlight any uneven surfaces with yellow highlighting paint d) If needed, move class to ground floor to accommodate wheelchair users.			
Improve participation in the curriculum and outcomes for disabled pupils and pupils with SEND.	a) Liaise with outside agencies as necessary to support children identified difficulties. b) Provide general adapted equipment and resources such as, pencil grips, left handed equipment, support cushions, angled desk tops, ear defenders, visual timetables, etc. c) Ongoing training for staff d) Use assistive technology creatively to support children with communication difficulties, eg recording ideas on i-pads, laptops and voice recorders e) Ensure that disabled pupils are making progress through the half termly Pupil Progress meetings	Class teachers, SENCO/SLT/ External agencies	Ongoing as need arises	All pup able to the cu and take p range learnir activiti
Ensure school follows best practice in supporting and including disabled pupils and pupils with SEND when planning school events and educational	a) Class teacher to liaise with SENCO regarding the visit b) Staff to carry out risk assessment and identify suitable means of transport, including seating position of pupil on transport. c) Include specific pupils on risk assessments d) Where necessary provide 1:1 adult support for specific children e) ensure all After School Club Leaders are informed of any pupils with disabilities	a-d) class teacher/SENCO SLT/ e)office manager f) HT/SBM	Autumn and spring term. f) long term plan, dependant on budget	All pup able to all edu visits a take p range activiti

visits or taking part in After School Clubs	f) Consider wheel chair access on school mini bus			
Portraying a positive image of disabled pupils	a) Ensure assemblies and curriculum promotes disability issues and celebrates diversity, including displays around the school. b) Consider inviting disabled speakers to assembly as part of the school's inspirational speakers timetable.	SLT/ class teachers/staff	Throughout the year. Inspirational speakers – summer term.	Positiv attitud repres of disa pupils; stereo disabl people opport and ch disabl pupils.
Ensure all staff have specific training on conditions and disability issues affecting access to curriculum	a) Audit pupil needs termly, but also as need arises. b) Arrange SEND training accordingly (e.g., autism, ADHD, speech and language, reading, writing & numeracy difficulties)	SLT Training delivered during inset days and staff meetings/twilights throughout the year.	Throughout academic year.	The ac needs pupils SEND known unders Staff a knowl in their s pupils SEND
Ensure all disabled users can be safely evacuated	a) Audit and ensure safety measures are in place b) Ensure there is a personal emergency evacuation plan for all disabled pupils and staff c) Ensure all staff are aware of their responsibilities in evacuation by being aware of pupils with disabilities and risk assessments for SEND children d) Ensure staff are aware of need to keep fire exits clear.	Ongoing	SLT/ Site manager SENCO Class teachers	All disa pupils staff workin them a in the a fire. consta superv disabl childre would help in event evacua Disabl people wheel can be evacua

				quickly easily

St. Cyprian's Primary Academy will use the check list *Identifying Barriers to Learning* (Appendix 1) annually to assist in the updating of this plan.

Appendix 1

Identifying Barriers to Access: A Checklist
This list should help you identify barriers to access that exist in schools. The list is exhaustive. It is designed to encourage a flexible approach to the further questioni the accessibility of your school.

Section 1 How does your school deliver the curriculum?

Question	Yes
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	
Are your classrooms optimally organised for disabled pupils?	
Do lessons provide opportunities for all pupils to achieve?	
Are lessons responsive to pupil diversity?	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	
Are all pupils encouraged to take part in music, drama and physical activities?	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	
Do you provide access to computer technology appropriate for students with disabilities?	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	
Are there high expectations of all pupils?	
Do staff seek to remove all barriers to learning and participation?	

Section 2: Is your school designed to meet the needs of all pupils?

Question	Yes
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, canteen, library and outdoor sporting facilities, playgrounds – allow access for all pupils?	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	
Are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disabilities; including alarms with both visual	

and auditory components?	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?	
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	
Are areas to which pupils should have access well lit?	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?	
Is furniture and equipment selected, adjusted and located appropriately?	

Section 3: How does your school deliver materials in other formats?

Question	**Yes**
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, canteen, library and outdoor sporting facilities, playgrounds – allow access for all pupils?	
Can pupils who use wheelchairs move around the school without experiencing barriers such as those caused by doorways, steps and stairs, toilet facilities and showers?	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	
Are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?	