ST CHAD'S CE PRIMARY SCHOOL



ACCESSIBILITY PLAN

St Chad's CE Primary School Accessibility Policy 2026-2027

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Article 2 The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.

Review Date: September 2026
Next review: September 2027

Headteacher Signature: K. Pearson	DSL Signature: E. Challinor-Harris	LAB Approved: Yes

Aims

St Chad's Primary School is an inclusive school, and our values reflect our commitment to a school where there are high expectations for everyone. We treat all pupils fairly and with respect, and this involves providing access and opportunities for all pupils without discrimination of any kind.
Everyone in our school is important and included.

* We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.
* We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success.
*We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem.
*We know that safe and happy children achieve.

Legislation and Guidance

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 compliance with that duty.

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.

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"We want our children to be adults who change things for the better. If they're doing it now, they're more likely to do it when they're older."

RRSA ACCREDITATION 2026

Definition of Special Educational Needs

In this policy, special educational needs refers to a learning difficulty that requires special educational provision. The Special Educational Needs and Disability (SEND) Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

• have significantly greater difficulty in learning than the majority of children of the same age; or
• have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post16 institutions; and
• are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having difficulty learning solely because the language or form of language of their home is different from the language in which they will be taught.

Under the 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.

Our Special Educational Needs Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the Equality Policy and Objectives explains how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND.

This Accessibility Plan provides an outline of how the school will manage this part of the SEND provision. 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. St Chad's Primary School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school, within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to: -

· 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 schools 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
·Access to the physical environment of the school, adding specialist facilities as reasonable and necessary – these 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, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe

THIS ACCESSIBILITY PLAN SHOULD BE READ IN CONJUNCTION WITH THE FOLLOWING SCHOOL POLICIES, STRATEGIES AND DOCUMENTS:

- BEHAVIOUR POLICY
- CURRICULUM POLICIES
- EMERGENCY PLAN
- HEALTH & SAFETY POLICY
- SCHOOL IMPROVEMENT PLAN
- SPECIAL EDUCATIONAL NEEDS POLICY
- TEACHING AND LEARNING POLICY

Access to and participation within the curriculum

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Continue effective communication and engagement of parents	Head and Deputy	Introductory meetings in the autumn term to teachers and SENDCo, followed by termly meeting with parents and carers. Termly review meetings with parents of children with EHCPs.	EHCPs Rooms for meetings Diary dates	2026-2027	Continued engagement of of parents
Continuing effective communications with nurseries and schools to provide a quality transition.	EYFS Phase Leader SENDCo	To identify pupils who may need additional to or different provision for September and mid-year intake. SENDCo to attend Local SEND Hub and build relations with other local SENDCOs.	Teacher/SEND Co time	2026-2027	Transition for children from nurseries and other schools is smooth and informative with adequate and appropriate resources and provision.

Use appropriate assessment tools and activities for children working pre-key stage	Head Teacher SENDCo	Ensure staff are familiar adaptations of the curriculum and assessment of their child. Continue to communicate this highly effectively throughout the year.	SENDco/Teachers time External agency support	2026-2027	Children working pre-key stage will have consistent approaches for assessment
To ensure that the medical needs of all pupils are met fully within the capability of the school	SENDco	To conduct parent interviews To liaise with external agencies Make relevant referrals to external agencies To identify training needs	Staff meeting TA training	2026-2027	All advice acted upon. All pupils' needs are met and they are able to access the curriculum.
Appropriate use of specialised equipment to benefit individual pupils and staff	SENDco	Ipads available to support children with difficulties Sloping boards for children with physical disabilities Coloured overlays or coloured paper for children with visual difficulties or dyslexia Use of wobble cushions, weighted blankets Pencil grips, fidget toys, chew toys etc Monitor and observe use of equipment Eg PECS, visual timetable, writing with symbols , wobble cushions etc Purchase Widgit to make resources. Ear defenders	Audit of equipment and needs Staff training Cost of resources	2026-2027	SEND children have appropriate equipment and resources which supports their learning and remove barriers to learning
Appropriate use of intervention and their success and impact on progress	Headteacher SENDco	Strategically staff interventions to allow for optimum outcomes for pupils with SEN. Have intervention groups across classes/year groups to give more children opportunities to attend interventions. Improve gross and fine motor skills interventions. Improve sensory interventions.	Training on new interventions through external professionals Resources required to deliver interventions	2026-2027	Progress and attainment of all children is strong

All children are visible in the curriculum and resources	Head SENDco Curriculum Leaders	Resources will reflect the needs of the pupils. Teachers will make a conscious effort to show a variety of people with additional needs in their classroom practice.	Curriculum resources as needed	2026-2027	Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources.

Access to the physical environment					
Target/Issue	**Lead**	**Strategy/Action**	**Resources**	**Timescale**	**Success Criteria**
Evaluate day and residential trips in light of cohort	Head SENDco	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent. Pre visits required for residential stays if SEND children are attending.	Risk Assessments Time for pre-visit if required	2026-2027	All SEND are able to access all trips during their time at St Chad's Primary School
Ensure all children feel fully safe and involved at playtimes	Head Phase leader of department	Staff and children encourage children to join in games Staff to report children who may not be involved at playtimes at inclusion meeting	T Buddy system for new children upon induction	2026-2027	Children feel safe in school – evidence in survey results from children
Maintain safe access round the interior and exterior of the school	Head Caretaker	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear	Premise meeting minutes Premises walk	2026-2027	All areas are safe and clear/ free of risk
Ensure access for all SEND children at after school clubs and extended day and reasonable adjustments are made to enable participation	SENDCO	Audit SEND children use of clubs and extended services Risk assessments are put in place if needed SEND after school clubs available- lunch and after school	Registers of clubs and extended day - risk assessments	2026-2027	Increased access of SEND children at after school clubs and extended successfully and happily with the correct support if required

Access and delivery of written information					
Target/Issue	**Lead**	**Strategy/Action**	**Resources**	**Timescale**	**Success Criteria**
Review essential communication with parents/carers to ensure it is accessible for all	Head SENDco	School office to support and help parents/carers access information and complete forms Use of 'user friendly' provision map targets and review formats Keep language used in letters, etc, free of jargon and to the point	Review identifies areas of improvement which are then to be put in place asap	2026-2027	All parents/carers both receive and give information in a form they can access
Make school newsletters/brochures, etc available in alternative formats	Head SENDco	Review all current school publications and promote availability in different formats for those who require it	Within 4 weeks of identification	2027-2027	School information available to all
Check documentation is in place to ensure accessibility for children with visual impairment	Head SENDco	If necessary, seek advice from LA support panels		2026-2027	All requisite school documentation is in place
Review communication system to ensure all staff supporting children with disabilities	Head SENDco	Check systems Ensure relevant resources are accessible Ensure all staff working	All staff working with individuals are clear in respect of learning needs and how to overcome any barriers to learning	2026-2027	Any issues identified to be addressed asap
The school is aware of the access needs of disabled children, staff, Governors and visitors	Head SENDco	Create access plans identifying where improvements are required Consider access requirements during recruitment process	Access plans will determine and schedule any work required	2026-2027	Parents are able to access all activities Access issues do not influence recruitment and retention

Layout of school to be given due consideration when placing children	Head Teacher SENDCo Caretaker	Where necessary, accommodation made to ensure children have full access to the curriculum	To be completed as and when necessary	2026-2027	Children are not disadvantaged as the result of a disability
Review signage for visually impaired	Head Teacher SENDCo Facilities	If necessary, make relevant alterations	Any alterations to be in place by end of Spring term	2026-2027	School site is suitable for the visually impaired
Ensure safe evacuation of all	Head Teacher SENDCo Facilities	Put in place Personal Emergency Evacuation Plans where appropriate	As required	2026-2027	All disabled children, staff and visitors are safe in the event of a fire
Ensure hearing equipment is in place related to need	Head Teacher SENDCo	Where necessary seek advice from Hearing Impaired Service All children who require it have access to the necessary equipment	As required	2026-2027	

NB: REASONABLE ADJUSTMENTS OR AMENDMENTS CAN BE MADE TO THIS POLICY AT ANY TIME, SUBJECT TO THE HEAD TEACHER'S DISCRETION.