Chetwynd Junior School

Accessibility plan

Approved by:	Chris Atkins Chair of Governors	**Date:** 01.09.2025
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The Accessibility Plan is structured to complement and support our Equality Objectives, and will be published on our website. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, 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 plan will be made available online on the school website, and paper copies are available upon request.

Our school follows our equality, information and objectives policy with reference to the Equality Act 2010.

The school supports any available partnerships to develop and implement the plan.

Our 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 practical. The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in afterschool 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 features where necessary this would include 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.

Equality Impact Assessments will be undertaken as and when school policies are reviewed.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and governors of the school.

2. Legislation and guidance

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim: To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term				
To liaise with feeder schools to review potential intake for September	To identify pupils who may need additional to or different from provision	Summer Term	HT/AHT SENCO	Procedures/ equipment/ideas in place by Sept
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with Equality Act 2010	Ongoing	HT/AHT All Subject Leaders SENCO	All policies clearly reflect the inclusive practice and procedure
To establish close liaison with parents	To ensure collaboration and sharing between school and families	Ongoing	HT/DHT SENCO All Teachers Parent Support Advisor	Clear collaborative working approach
To establish close liaison with agencies for pupils with ongoing health needs	To ensure collaboration between all key personnel	Ongoing	HT/DHT Outside Agencies SENCO Wellbeing Mentor	Clear collaborative working approach
To ensure full access to the curriculum for all children	Employment of specialist staff, CPD for staff	Ongoing	Teachers SENCO	Advice taken and strategies evident in classroom practice.

Targets	Strategies	Timescale	Responsibility	Success Criteria
Medium Term				
To finely review attainment of all SEN pupils	SENCO/class teacher meetings/pupil progress Scrutiny of assessment system Regular liaison with parents	Termly	SENCO Class Teacher	Progress made towards IEP Targets Provision mapping shows clear steps and progress made

Monitor attainment of able pupils	Able pupils identified in pupil progress meetings	Ongoing Annually	HT/DHT/SLT Class Teachers	Able pupils making proportionate progress
To promote the involvement of disabled students in classroom discussions/ activities	Within the curriculum, the school aims to provide full access to all aspects of the curriculum	Ongoing	Whole School approach	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented in the school.

Targets	**Strategies**	**Timescale**	**Responsibility**	**Success Criteria**
		Long Term		
To evaluate and review the above short- and medium-term targets annually	See above	Annually Bi-annually Tri -annually	SLT, Curriculum coordinators Governors	All children making good progress
To deliver findings to the governing body	Governor Meetings	Annually Bi-annually Tri -annually	SLT, SENCO	Governors fully informed about SEN provision and progress

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Targets	**Strategies**	**Timescale**	**Responsibility**	**Success Criteria**
		Short Term		
Improve physical environment of the school	The school will take account of the needs of pupils, staff and visitors with physical impairments when planning and undertaking future	Ongoing	SLT SENCO	Enabling needs to be met where possible.

	improvements and refurbishments of the site and premises.			
Ensure visually stimulating environment for all pupils	Colourful, lively displays in halls and corridors. Calming, neutral displays in classrooms.	Ongoing	Teaching and Non-Teaching Staff	Lively and inviting environment maintained around school. Calm, learning environment maintained in classrooms.
Ensuring all pupils with a disability are able to be involved	Create access plans for individual disabled pupils as part of SEN review process where Necessary. To ensure classroom spaces enable needs to be met. e.g Audiology reviews, classroom layout etc.	Ongoing / As needed	Teaching and Non-Teaching Staff SENCO	Enabling needs to be met where possible.
To ensure that the medical needs of all pupils are met within the capability of the school.	To conduct liaise parent interviews, with external agencies, identifying training needs and establish individual protocols where needed.	Ongoing	HT/AHT SENCO Wellbeing Mentor External agencies	Enabling needs to be met where possible.
Ensuring disabled parents have every opportunity to be involved	Adopt a more proactive approach to identifying the access requirements of disabled parents Offer a telephone call to explain letters home for some parents who need this Arrange interpreters from the RNID to communicate with deaf parents where required	Ongoing	Whole School Team	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education.

Targets	Strategies	Timescale	Responsibility	Success Criteria
Medium Term				
To improve community links	School to continue to have a strong links with wider community Parents/Carers breakfasts	Ongoing	'HT/AHT Governors Office School staff	Improved awareness of disabilities wider community Improved community cohesion

Targets	Strategies	Timescale	Responsibility	Success Criteria
Long Term				
Continue to develop facilities	Look for funding opportunities. Planned use of school funds	Ongoing	Whole School Approach Governors	Inclusive child- friendly areas
To ensure driveway, roads, paths around school are as safe as possible	Communication with parents via safety messages/letters/text	Ongoing	School Office	No accidents

To improve the delivery of information to disabled pupils and parents.

Targets	Strategies	Timescale	Responsibility	Success Criteria
Short Term				
Parents with hearing / physical impairments	Regular communication with parents Consider access around the school. Interpreter provided for parents' evenings/annual reviews where need is identified	As needed	Class Teacher SLT	Two-way communication in place.
To enable improved access to written information for pupils' parents and visitors	Raising awareness of font size and page layouts will support pupils with visual impairments Ensuring availability of large font and easy read texts in labels, posters and school online information.	Ongoing	School Office SENCO	Two-way communication in place

Targets	Strategies	Timescale	Responsibility	Success Criteria
Medium Term				
To enable improved access to written information for pupils' parents and visitors	Investigate symbol software to support learners with reading difficulties.	Summer Term	HT SENCO	
To review children's records to ensure schools awareness of any disabilities	Information collected about new children Records passed up to each class teacher Annual reviews Review meetings Updated medical forms for all children PEEP's Personal Evacuation Plans	Annually	AHT SENCO Office Staff Outside agencies	Each teacher/staff member aware of disabilities of children in their classes

Targets	Strategies	Timescale	Responsibility	Success Criteria
Long Term				
School record system to be reviewed and improved where necessary	Record keeping systems to be reviewed	Continual review and improvement	SLT School Office	Effective communication of information about disabilities throughout the school.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board / the headteacher / SENCO.

It will be approved by the governing board / the headteacher / SENCO.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy