



Chapelford Village Primary School

Accessibility Policy & Plan

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Owner	Headteacher
Approved By	Local Governing Body
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Summary of changes

Date of review	Summary of changes
Spring term 2021	Adopted by Governing Body
Spring term 2022	Policy & Plan brought together
Autumn term 2025	Revised

APPROVED BY: Headteacher & Chair of Governors – September 2025

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Accessibility Policy

Statement of intent

Chapelford Village Primary School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

This policy must be adhered to by all staff members, pupils, parents and visitors.

1. Legal framework

This policy has due regard to legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017

This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy will be used in conjunction with the following school policies and procedures:

- Equality and Diversity Policy
- Equality Information and Objectives
- Early Years Foundation Stage (EYFS) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equal Opportunities and Dignity at Work Policy
- Admissions Policy
- Behavioural Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-Bullying Policy
- Curriculum Policy
- Health and Safety Policy
- School Development Plan
- Data Protection Policy

2. Definition

A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

The Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

3. Roles and responsibilities

Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times. The headteacher, in conjunction with the governing board or a select committee, will create an Accessibility Plan with the intention of improving the school's accessibility. The governing board, or a select committee, will be responsible for monitoring the Accessibility Plan. The full governing board will approve the Accessibility Plan before it is implemented.

All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent or colleague. The headteacher will ensure that staff members are aware of pupils' disabilities and medical conditions where necessary. During a new pupil's induction, the headteacher will establish whether the pupil has any disabilities or medical conditions which the school should be aware of. The headteacher is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise. The headteacher, governing board and SLT will work closely with the LA and external agencies to effectively create and implement the school's Accessibility Plan. The SENCO will work closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported. All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin.

4. Accessibility Plan

The Accessibility Plan will be structured to complement and support the school's Equality and Diversity Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy. The Accessibility Plan will be presented as either a freestanding document or as part of another document, such as the School Development Plan. The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe.

The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum
- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.

The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be in February 2025. If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.

The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable. The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes. Both the Accessibility Policy and Accessibility Plan will be published on the school website.

The school will collaborate with external stakeholders in order to effectively develop and implement the plan. An access audit will be undertaken by the governing board and SENCO every year. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported. During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review. External Stakeholders will prepare accessibility strategies based on the same principles as the school's Accessibility Plan. External Stakeholders will provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

5. Equal opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities. The school is committed to developing a culture of inclusion, support and awareness. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need.

The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

6. Admissions

The school will act in accordance with the Admissions Policy. The school will apply the same entry criteria to all pupils and potential pupils. The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils in order to facilitate advanced planning.

Prospective parents of statemented pupils, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

7. Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.

No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress. The leader for each subject and the SENCO will work together to adapt a pupil's plan with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons. Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis.

The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment. There are established procedures for the identification and support of pupils with SEND in place at the school.

Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g., 'pupil passports'. Specialist resources are available for pupils with visual impairments, such a large print reading material. Teaching assistants are deployed to implement specific literacy, numeracy and speech programmes.

8. Physical environment

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are no parts of the school to which pupils with disabilities have limited or no access to. The school has toilet facilities in both buildings suitable for people with disabilities which are fitted with a handrail and an emergency pull cord. There are provisions for nappy changing, including a height-adjustable changing table. Where entrances to the school are not flat, a ramp is supplied for access. Wide doors are fitted throughout the school to allow for wheelchair access. The corridor flooring and lighting is designed to support those who are visually impaired.

9. Monitoring and review

This policy will be reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published. The governing board and headteacher will review the policy in collaboration with the SENDCO.

Aims of the Accessibility Plan

This plan outlines how Chapelford Village Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e., the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.**

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after considering pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to consider the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- Access to the curriculum – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- Access to the physical environment – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- Access to information – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- Ambulatory disabilities – this includes pupils who use a wheelchair or mobility aid

- Dexterity disabilities – this includes those whose everyday manual handling of objects and fixtures may be impaired
- Visual disabilities – this includes those with visual impairments and sensitivities
- Auditory disabilities – this includes those with hearing impairments and sensitivities
- Comprehension – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after considering pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Access to the Curriculum

Target	Strategies / Actions	Resources	Actions to be Taken	Person Responsible	Success Criteria
To liaise effectively with pre-school providers to prepare for the new intake of children into Early Years foundation stage and ensure a smooth transition for all pupils.	To identify pupils who may need additional support and/or adapted provision. Build a relationship with parents and child, offer additional school tours, and meetings with SENDCO and EYFS lead where appropriate. Liaise with Pre-school provider to prepare for new intake, and review child's progress re: early learning goals. To ensure staff have access to high quality CPD. Visits from the EYFS Lead to the pre-schools in advance. Letter to parents to make contact. Welcome pack sent to children with gifts. New Starter welcome meeting with parents.	Time Allocated to EYFS Lead, Teachers and SENDCO Tours / Visits lead by SLT Planning time for Teachers / SENDCO CPD / Training Video of school for virtual tour	SBM to provide EYFS lead with Pre-School information. Additional visits to be arranged after New Starter Meeting	EYFS Lead SENDCO DHT HT SBM	- Adequate provision in place when children start school to enable them to settle in quickly. - Tools in place to enable access to the curriculum at the start of term. - Teaching staff are clear of the high expectations at the start of term and have the opportunity to get support from leaders.

	Transition visit to school to meet the teacher in July. Transition visits for parents during the first week of Autumn 1.				
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Target	Strategies / Actions	Resources	Actions to be Taken	Person Responsible	Success Criteria
Effective communication and engagement with parents.	Use ParentMail as main parent communication tool. Use social media as a 'window to the school' Provision of new starter welcome pack for new intake. Provisions in place to communicate effectively with separated parents. Parent's evening three times per year, with the annual reports issued. School events on the school website. Increased engagement with ChaPTA to raise whole school profile. Additional visits and transition for parents of children with EAL.	School Website ParentMail Facebook	Assess the tools in place are effective and engagement can be measured.	HT	Parental Complaints are at a minimum and handled effectively. Parent engagement is increased positively. All parents and children can access the communication and communication is inclusive.

	Ensure that materials can be translated for parents of EAL students.				
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Target	Strategies / Actions	Resources	Actions to be Taken	Person Responsible	Success Criteria
To ensure pupils with a special educational need, disability, medical condition or other access need have full access to the wider curriculum including trips, residential visits and extra-curricular activities	Ensure that personalised risk assessments are in place for all children that fall within the categories outlined. Adjustments made in lessons such as PE to support children. Adjustments made during OPAL to support children. Pupils able to participate in swimming lessons regardless of prior ability. Classroom layout reviewed at the start of the year to enable full access for all pupils. Under constant review to ensure all pupils have full access to provision. All children provided access to all out of school activities. Visually impaired children sat according to advice from the	Health and Safety External support provided to ensure high quality risk assessments are in place and fully considered PEEP's PE curriculum information in place, with appropriate differentials. Baseline Assessment tools.	Ensure that Individual Health Plans are in place and are disseminated to all staff as required. Ensure that personalised risk assessments are in place and are disseminated to all staff as required.	HT / SENDCo	Evidence that appropriate adjustments have been made. High attendance of children at out of school events, trips etc. Improved and consistently high attendance in school. Assessment targets met.

	visual impairment team. Staff training provided re: EpiPen, dyslexia, - ECT's provided with support. Emergency evacuation procedures are clear, and PEEPs are in place. Initial Baseline programmes in place – e.g., Wellcomm used as a Speech and Language Tool.				
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Target	Strategies / Actions	Resources	Actions to be Taken	Person Responsible	Success Criteria
Adaptation to the curriculum to meet the needs of all pupils	The Chapelford Signature curriculum have been revised to ensure that it is broad and balanced for all children. Curriculum planning is differentiated, and target children identified. Pupil Progress meetings will discuss all pupils and identify strategies for children who require additional support to progress sufficiently through the year. Use of NTP Programme and children identified	CUSP Curriculum planning support. The Literacy Company, Maddie Barnes – supporting with English curriculum planning and moderation of teacher assessment. ECM supporting with the curriculum development. Sarah Skelley supporting with		HT	All children access the curriculum and the offer is broad and balanced for all. Children make good progress throughout.

	to access targeted support. Safeguarding Team meet fortnightly to discuss needs of vulnerable children – information disseminated to YGL's across school. Teaching assistants trained to deliver the Speech and Language programme. Teaching assistants trained to deliver the Fresh Start programme to support understanding of language. Dedicated EAL Teaching Assistants to support those from another country. Play therapy in place to support the emotional needs of pupils – especially following the disruption of COVID-19 and the increased anxiety some pupils have. Classroom walls have purposeful information on them to support all children in revisiting learning and to support translations.	the Maths curriculum. Additional programmes to support learning. External professional support.			
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	Access to OT, School Nurse, Behaviour specialists.				
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Target	Strategies / Actions	Resources	Actions to be Taken	Person Responsible	Success Criteria
Appropriate use of specialised equipment to benefit pupils learning.	Laptops / iPads available to support children with writing. Coloured overlays available for children that require them. Exercise books with coloured paper to support children with visual processing issues & dyslexia. Use of seat wedges, wobble cushions, leg bands and fidgets to ensure that concentration levels can be maintained. Individual support plans for those who require them – used as a short-term solution. TA & Teacher interventions Independent tactile learning resources available to support learning.	Technology in classrooms Talking tins, overlays, exercise books. SENDCo support with support plans	Ensure that technology is it for purpose and there is enough.	HT SENDCo SBM (resource provision)	Increased access to the curriculum. Support and guidance provided to pupils and parents/carers. Increased progress and attainment in targeted groups.

Planning Duty 2 - Access to the physical environment

Target	Strategies / Actions	Resources	Actions to be Taken	Person Responsible	Success Criteria
Access to the main reception fully compliant for the visually impaired, hearing impaired and those in wheelchairs	Designated disabled parking available in the school car parks Wide opening doors into the school and from lobby area to reception. Double doors into main hall. Double doors into the Year 6 building. Reception desk allows wheelchair access Reception staff are aware of carer/parents who need assistance to enter the building. External pathways wide and clear Internal corridors checked daily to ensure clear Flat surfaces throughout.	On going maintenance of the building and requirement for clear routes of access. External surfaces gritted when required. DDA parking – visitor car park and Staff car park at the back.	External review of accessibility – seek advise from Warrington Disability partnership	SBM / HT	Evidence that appropriate consideration to the physical needs of parents, pupils, staff and visitors has been considered and required actions taken. All staff, pupils and visitors can exit the building safely in the event of an emergency.
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs.	Create personalised risk assessment and PEEPs Where appropriate arrange additional meetings and home visits with families of children with disabilities / significant medical need before they start at school.	Parents Information. External agency support. Signage		HT	Inclusion for all. Evacuation and medical plans run smoothly.

	Liaise with external agencies, school nurse identifying training needs and accessing the training prior to the child starting school. Ensure that PEEPs and Individual Health Care Plans are clear, and that staff are capable and comfortable with the requirements asked of them. Make assessments on adjusted table and seating arrangements for the pupil.				
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Planning Duty 3 - Access to information

Target	Strategies / Actions	Resources	Actions to be Taken	Person Responsible	Success Criteria
To enable improved access to written information for pupils, parents and visitors.	Create and offer school letters, newsletters and publications in alternative formats – online, paper, verbal Access arrangements reviewed with re: to Statutory assessments. Provision of translated documents where required, when possible. Parent contact details collected and updated annually – reminders also sent out through the year.	Use of EAL teaching assistants to support with non-English speaking families. Use of a BSL translator for parents with a hearing impairment.	Continue to utilise parent community to support with requirement re: translation.	HT	Evidence that appropriate considerations and reasonable adjustments have been made. Increased positive parental engagement,
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so they can fully support their child's education.	Adapt a proactive approach to identifying the possible access needs of parents and make reasonable adjustments where possible. Ensure that parents know that adjustments can be made to newsletters / letters to support them – i.e., large clear fonts on documentation.	Newsletters Website Whole school team awareness Occupational Health		HT	Evidence that appropriate considerations and reasonable adjustments have been made that parents are enabled to fully support their children's education.