Accessibility plan

Henry Chadwick Primary

Approved by:	LGB 6.5.2025	**Date:** April 2025	
Last reviewed on:	February 2022		

Next review due by:	April 2028

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Appendix 1: Accessibility audit

1. Aims

Schools are required under the Equality Act 2010 (Regulations 2023) to have an accessibility plan. The purpose of the plan is to:

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

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.

At Henry Chadwick our school motto is "Learn to Live". Everything that we do in school is to ensure that children have the skills to become independent learners.

At Henry Chadwick Primary School, we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender, background, sexual orientation or religion.
Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school:
-girls and boys;
- minority ethnic and faith groups;
-children who need support to learn English as an additional language;
- children with special educational needs;
- able, gifted and talented children;
- children who are at risk of disaffection or exclusion;
- travellers;
- asylum seekers.
- Children with a physical disability.
- Children with emotional, behavioural or social difficulties.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010 (Regulations 2023), including understanding disability issues.

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

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this 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.

Regulations 2023 - https://www.legislation.gov.uk/uksi/2023/1425/introduction/made

The Equality Act 2010 (Regulations 2023), 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.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

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

Aim	Current good practice *Include established practice*	Objectives *State short, medium*	Actions to be taken	Person responsible	Date to complete	Success criteria

	and practice under development	*and long-term objectives*		**actions by**		
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. The curriculum is reviewed to ensure it meets the needs of all pupils.	Monitor and adapt the curriculum regularly to meet the needs of all pupils and offers differentiation where appropriate through a variety of means.	Monitor the curriculum termly. Monitor planning and delivery of lessons	VB	Termly Ongoing	The curriculum will be sequential building on prior learning. All children will be able to access the curriculum effectively All children will make progress.
	We use resources tailored to the needs of pupils who require support to access the curriculum.	Resources will be used to support learners. Reasonable adjustments will be made where necessary e.g. cream paper, overlays etc.	Ensure consistent use of resources.	SO	Half-termly Ongoing	Children will be provided with the appropriate resources in order for them to make good progress
		We provide 1: 1 or small group support where necessary to support the needs of pupils with additional needs.	Resources will be checked regularly to ensure that they include examples from different backgrounds. Monitor during learning walks and book trawls	VB / SO	By September 2020 Then ongoing	Children will have a better understanding of people from different backgrounds

		To support pupils with social and emotional needs we use a wide rage of strategies and resources including visual timetables, Jumpstart Johnny, sensory circuits etc. This enables them to access the curriculum.		So / VB	September 2020	Assessment is used to track children and progress more effectively.
		We use PECS to support non-verbal children that enable them to access the curriculum.		SO	April 2021 Ongoing	Assessment is used to identify the needs of all children and intervention put in place where necessary.
		We use specific safety devices to support children with disabilities with swimming.		VB	September 2021	SEND pupils make good progress against their targets and the gap narrows between then and their peers.
	Arrival and departure times adjusted to support children with social and emotional needs.	Early / Late arrival and departures times when the school environment is quieter.		VB / CJ	September 2021 then ongoing	
	Curriculum resources include	All resources will		All teaching	Revisit termly Last revisit	

	examples of people from a variety of backgrounds	include examples of people from different backgrounds – books for assemblies etc.		staff – monitored by VB	January 2022	
	Curriculum progress is tracked for all pupils, including those with a disability.	Continuous assessment is used consistently and effectively	Regular monitoring of plans and continuous assessment data.	POL	Continuous – new tracker February 2022	
		IPeP is used to assess in PE.	Observations to ensure that IPeP is used effectively in lessons	POL		
	Targets are set effectively and are appropriate for pupils with additional needs.	Assessment identifies needs and timely intervention put into place.	A new, more useable, diagnostic assessment tracker is used,	POL / SO	Continuous – new tracker February 2022 Assessed at least termly through formal PP meetings	
			Interventions are effective and timely.	SO / VB	Summative assessment to support quick / timely intervention.	
			Regular parent meetings are held and plans updated			
		SEND pupils are	A new, more useable, diagnostic assessment	POL / SO /	Continuous –	

		tracked carefully including meeting SMART targets,	tracker is used,	VB	new tracker February 2022	
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Disabled toilets and changing facilities • Toilet frames and steps	Ensure that all children within our care have equal access to resources	Ensure that corridors are clutter free. Ensure toilets are accessible for all.	VB SO	Daily	All children and adults can safely move around school All children can access toilets and basins
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic	Ensure full access to all members of the community	Makaton used in EYFS PECS used Visual timetables Communication in print Newsletter available in different ways	AW / OJ OJ / AW / ZH / TC SO SO CJ	Current and ongoing September 2021	All members have full access to the school resources and curriculum

	representations • PECS • Visual timetables					

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the local governing board and the headteacher.

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
- Supporting pupils with medical conditions policy