



School Accessibility Plan

March 2026

Introduction

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

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the Equality Act 2010.

Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- Promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- Prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This Accessibility Plan and the accompanying action plan forms part of the Disability Equality Scheme and sets out how the governing body will improve equality of opportunity for disabled people.

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 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.

According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities

The SEN and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three primary purposes of the plan [as mentioned in the Introduction] .

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan, (Appendix 1) showing how the school will address priorities identified in the plan. This plan incorporates the school's intention to increase access to education for disabled pupils.

In drawing up the Accessibility Plan the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

At Chadlington Primary School we are committed to establishing equality for all pupils, their parents, staff and other users of the school.

Chadlington Primary School Aims

- Provide a safe, secure, stimulating and supportive atmosphere where each child is valued
- Nurture children towards positive self-worth, self-confidence as learners and to help each mature socially and emotionally to secure an inclusive learning environment and to support individual pupils with:
 - I. special educational needs
 - II. disabilities

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

The Involvement of Disabled Children and Young People, Staff and Parents

In preparing this Accessibility Plan, disabled people, including pupils, parents and governors were involved as described in the Disability Equality Scheme. It has been informed by analysis of pupil and staff data and additional information gathered.

According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

Chadlington Primary School is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs
- Equal Opportunities
- Inclusion

This plan considers the following three areas as identified in the introduction:

- I. Increasing the extent to which disabled pupils can participate in the school’s curriculum by securing relevant staff training and ensuring appropriate classroom organisation
- II. Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment

- III. Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally.

Increasing the extent to which disabled pupils can participate in the school curriculum

The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the SENCo manages the Statutory Assessment Process, ensuring additional resources are available where appropriate.

The School Pastoral Team provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

The school works closely with specialist services including:

- Hearing Impaired Children's service
- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy

Improving access to the physical environment of the school

This element of the Plan covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Chadlington Primary School.

Improving the delivery of information to disabled persons

Staff are aware of the services available through the LA for converting written information into alternative formats.

This Access Improvement Plan will be reviewed three yearly by the Governors following consultation with the larger school community, school council and questionnaires.



Appendix 1 Access Improvement Plan

Priority	Strategy / Action	Resources	Time	Success Criteria
Availability of written material in alternative formats	Staff aware of services available through LA	Contact details & cost of translation / adaptation	In place & ongoing	Information to disabled pupils / parents as appropriate.
Training for teachers on differentiating the curriculum and effective communication with parents	Staff training and meetings with parents of SEN pupils arranged	Training time TA time allocated	In place & ongoing	Increased access to the curriculum Needs of all learners met Parents fully informed
Training for staff on increasing access to the curriculum for disabled pupils	On-going training on Special Needs as required. Creating and reviewing action plans and EHCPs throughout the academic year	Training time TA time allocated	In place & ongoing	Increased access to the curriculum needs of all learners are met
Appropriate use of specialised equipment to benefit individual pupils and staff	Use assistive technology – e.g. speech to text software Specific training in equipment eg braille machine. Staff trained as appropriate.	Specialist equipment as relevant	In place & ongoing	Increased access to the Curriculum Needs of all learners met.
Appropriate uses of colour schemes for internal / external decoration to benefit pupils with visual impairments	Follow advice on contrasting colours & re-decorate as necessary. To review and update following discussions with adviser and parents and pupils.	Cost of redecoration Build into maintenance budget	In place & ongoing	Physical accessibility of school increased steps and handrails safer for pupils/adults with visual impairment. Areas maintained on a regular basis.

Priority	Strategy / Action	Resources	Time	Success Criteria
Maintain grab rails as necessary to aid movement around school	Maintain grab rails around school site, including classrooms and other appropriate locations.	Cost of new grab rails as needed	In place and ongoing	Accessibility of school & play areas increased. Physically impaired pupils able to access all areas. All areas regularly reviewed.
Access into school and reception to be fully compliant	Double opening doors fitted to main and regularly maintained. Clear route through school for disabled people, allowing access to all areas		Complete and ongoing	Physical accessibility of school increased Main entrances and buildings are fully accessible.
Improve the quality of provision for children with specific special needs.	Dedicated tranquil/sensory space to be created in the willow dome in the garden, where children who suffer from over stimulation can receive supervision appropriate to their needs.		Garden area to be maintained	The school experience enhanced for children with specific special needs.
Maintain Safe Access around exterior of school	Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise.	Cost included in property maintenance budget	Ongoing	Disabled people to move unhindered along exterior pathways