



*Stand Tall, Aim High, Love Learning*

## Accessibility plan

This guidance should be taken as part of the overall strategy of the school and operated within the context of our vision, aims and values as a Church of England School.

Headteacher: Mrs Nichola Chesterton

Chair of Governors: Mr Pete Luscombe

To be reviewed: March 2028

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

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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 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.

1. We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Chilthorne Domer Church School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

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, 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, 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 pupils, parents, 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 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	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<b>Increase access to the curriculum for pupils with a disability</b>	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to ensure it meets the needs of all pupils</li> <li>• All pupils, irrelevant of disability are able to access extra-curricular activities</li> </ul>	Ongoing audit of pupil needs and staff training to meet those needs.	Staff training to be completed as gaps are identified or pupils display/join the school with new additional needs.	SENDCo	Ongoing	There will be trained staff in all areas as relevant to the needs of our pupils.
		All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	Headteacher	Termly	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements
		Classrooms are organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms	Teaching staff	Annually at the start of the year	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils
		Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school	SENDCo	Ongoing	Whole school community aware of issues relating to Access

<b>Improve and maintain access to the physical environment</b>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	Consider wheelchair accessibility to Maple Class	Add ramp to the main entrance	Headteacher	When necessary	A wheelchair can access Maple Class
		Consider wheelchair accessibility to the main school entrance for adults and visitors	Widen front entrance path and provide a ramp.	Headteacher	When necessary	Provide a smooth access for wheel chair users.

<b>Improve the delivery of information to pupils with a disability</b>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Induction loops</li> <li>• Pictorial or symbolic representations</li> <li>• Makaton sign language</li> </ul>	Availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats.	SENDCo	Ongoing	Delivery of information to disabled pupils improved
		Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	Review all current school publications and promote the availability in different formats when specifically requested	Office	Ongoing	Delivery of school information to parents and the local community improved
		Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice on alternative formats and use of IT software to produce customised materials.	Class teachers Office	Ongoing	Delivery of school information to pupils & parents with visual difficulties improved.

#### 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 governing board.

#### 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