Henry Chichele Primary School

Accessibility Plan

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Approved by	Full Governing Board
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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 is committed to equality and inclusion, ensuring that every pupil is valued, respected, and supported regardless of their background, abilities, or circumstances. This plan promotes fairness, celebrates diversity, and aims to provide equal access and opportunities for all pupils to participate fully in every aspect of school life. It 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 staff and governors.

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.

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
Increase access to the curriculum for pupils with a disability	• Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils.	**Short term:** Ensure all staff are confident in adapting lessons and materials for pupils with different needs. **Medium term:** Review and update schemes of work to include accessible formats and diverse representation. **Long term:** Embed inclusive practice across all subject areas through staff training and ongoing curriculum review.	Provide staff training on differentiation and accessibility. • Audit curriculum materials for inclusivity. • Introduce accessible learning technology where needed. • Schedule annual curriculum review with SENCO involvement.	SENCO Curriculum Leads lass Teachers	**Short term:** End of current academic year **Medium term:** Within 2 years **Long term:** Ongoing, reviewed annually	All teachers demonstrate inclusive planning and delivery. • Increased engagement and progress of pupils with SEND. • Curriculum materials reflect diversity and accessibility principles.

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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	Environment adapted to needs of pupils, staff and visitors including: • Ramps • Elevators • Wide corridors • Disabled parking bays • Toilets/changing areas • Accessible library shelving	**Short term:** Maintain and check current accessibility features for safety and functionality. **Medium term:** Identify and address any gaps in accessibility (e.g., playground access, signage). **Long term:** Plan for ongoing improvements and future adaptations as pupil needs change.	Conduct annual accessibility audit. • Repair or upgrade facilities as required. • Consult with pupils and parents about physical barriers. • Include accessibility in all new building or refurbishment plans.	Site Manager SENCO Headteacher	**Short term:** Annually **Medium term:** Within 2 years **Long term:** Ongoing	All areas of the school are physically accessible. • Pupils and staff report that the environment meets their needs. • Future developments consider accessibility at design stage.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations	**Short term:** Ensure key school information (letters, homework, signage) is available in accessible formats. **Medium term:** Train staff in alternative communication methods and accessibility tools. **Long term:** embed inclusive communication practices across the school community.	Audit existing information formats. • Provide key materials in large print or symbol formats as needed. • Offer staff training on inclusive communication. • Update website and digital platforms for accessibility compliance (e.g., text-to-speech).	SENCO ICT Lead Admin Staff	**Short term:** Within 1 year **Medium term:** Within 2 years **Long term:** Ongoing	Pupils and parents with disabilities can access all information easily. • Staff are confident in providing materials in alternative formats. • School communication meets accessibility standards.

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 SENDCO and Headteacher and approved by the Governing Board.

5. Links with other policies

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

- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy