



Chaloner Primary School

Accessibility Plan

Written by: Mrs M Parker/ Mr A Dale

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Appendix 1: Accessibility audit example

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.

We are committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Accessibility Plan will contain relevant and timely actions to:

- increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of **specialist or auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

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, 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 parents, pupils staff and Governors.

The publication of an Accessibility Plan is a statutory requirement for schools. The plan as mentioned earlier should aim to:

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

Chaloner Primary School is committed to providing premises that are suitable and sufficient for all educational purposes and give access to a broad and balanced curriculum for all students, irrespective of special need or disability.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

Attached is a set of action plans (Section 3) showing how the school will address the priorities identified in the plan.

The plan must be renewed every three years. The current time frame is 2022-2025.

[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 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.

Definitions and Duties

Schools' duties around accessibility for disabled pupils:

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

Schools must implement accessibility plans which are aimed at:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided;
- improving the availability of accessible information to disabled pupils.

Schools will also need to have regard to the need to provide adequate resources for implementing plans and must regularly review them. An accessibility plan may be a freestanding document but may also be published as part of another document such as the school development plan.

OFSTED inspections may include a school's accessibility plan as part of their review

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

1. Improving the Curriculum Areas (increasing the extent to which disabled pupils can participate in the school curriculum.)

Aim / Target	Strategy / current practice	Outcome	Timeframe	Success Criteria
Inclusive Classrooms for children with Dyslexia, Dyscalculia, ASD and other specific learning difficulties.	Regular CPD for staff as required. Chaloner Offer (SEND Information Report) in place for all staff to follow. Outreach provision and support accessed from external agencies as needed.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Ongoing	Children with specific learning difficulties are successfully included in all aspects of school life.
Classrooms are optimally organised to promote the participation and independence of all pupils.	Consistent approach for Pillar A in the Teaching Compass. Consistent approach in use of learning aids across the school.	Lessons start on time without the need to adjust / accommodate to the needs of individual pupils. We use resources tailored to the needs of pupils who require support to access the curriculum.	Ongoing	Increase in access to the National Curriculum
Ensure that all targets and intervention on support plans accurately allow for progress in learning for all individual children.	Assess-Plan-Do-Review is an integral part of all teaching and learning practise across school.	TES Provision Map evidences accurate target setting and improved outcomes for children with SEND.	Reviewed termly EHCP must be reviewed annually (minimum)	Support Plan in place and highlighted to support the needs of individual children.
All extra-curricular activities are planned to ensure they are accessible to all children.	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislation.	Ongoing	Increase in access to all school activities for all pupils.
Ensure quality first teaching meets the needs of all children.	Focused teacher planning informed by vulnerable learners. Teaching Compass CPD for staff in adaptive practises.	Effective adaptive teaching practise across all classes. Intervention and opportunities for repetition when needed.	Ongoing	All pupils make progress in line with their ability.

2. Improving the Physical Access and Environment

Location	Improve and maintain access to the physical environment	Activity	Timeframe
School Classrooms /cloakrooms.	Maintain All on ground level so no real issues regarding Access. Make sure staff are vigilant about keeping access points clear.	Check areas of weakness associated with premises eg cloakroom in Year 1, Y2/3/5 and Y4/6, where children hang up coats at the door.	Ongoing
Access to Disabled toilet Area	Maintain	Make sure that the lock on the entrance toilet is monitored	Ongoing
Ensure pupils have suitable desk work station in class	Maintain	Seek advice from OT as appropriate.	Ongoing
Consider ASD or dyslexia friendly classrooms.	Readily available resources to support pupil needs	Use of laptop to record writing. Advice from specialist services to provide /suggest appropriate resources, eg; use of laptop. Teaching assistant and teachers to support responses to written feedback. Access arrangements for statutory assessment for children with SEN/additional needs. Visual Timetables and sensory aids etc.	Ongoing
Wheel chair access to field / into and out of school.	Maintain *Lip on each door (including Nursery porch).	The environment is adapted to the needs of pupils as required. This includes: Corridor width; Disabled parking bay with lowered kerb; Disabled toilets and changing facilities; Library shelves at wheelchair-accessible height	Ongoing
Access to and from the 'Quadrangle outside area.	Currently step down on either side, so not possible for wheelchair user to manoeuvre without assistance.	Purchase mobile ramps if and when needed. No current need in school.	Ongoing

3. Improving the Delivery of Written Information - Accessibility of information for disabled pupils and families

Aim / Target	Strategy / current practice	Outcome	Timeframe	Success Criteria
Improve the delivery of information to pupils with a disability	<p>We use a range of communication methods to ensure information is accessible to all. Including:</p> <p>Large print resources or brail if need arises</p> <p>Pictorial / symbolic representations of signs and timetables</p> <p>Macaton, sign language specialist for children HI.</p> <p>Use of specialist equipment and resources as advised, e.g. overlays and slope boards.</p>	Children with identified needs will access the curriculum at an improved level.	Reviewed termly	Children with identified needs will make progress in their learning.
Make available school prospectus, newsletters and other information in alternative formats.	Review all current school publications and promote the availability in different formats for those that require it.	All school information available for all. School information published on school website and updated regularly.	Ongoing	Delivery of information to pupils and parents/carers improved
Consider information for parents on social media platforms.	Electronic messages of positive news shared on social media easy access platforms.	Visual record of school-based achievements on Facebook page.	Ongoing	School Facebook page helps to inform parents of classroom activities
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve	Send out survey to parents regarding quality of communication	School is more aware of the opinions of parents and acts on this.	Summer term	Parental opinion is surveyed and action taken appropriately.

4. [Accessibility at Chaloner Primary School](#)

Chaloner Primary School Accessibility and Inclusion Statement

Chaloner Primary School is committed to ensuring that all staff and governors understand the implications of the Equality Act 2010. Through ongoing training and development, we embed best practices across every aspect of school life.

As part of our Accessibility Plan, we have achieved several successful outcomes to promote inclusivity:

- All classrooms are ASD-friendly, equipped with sensory resources and visual timetables.
- Disabled access is available to all classrooms, along with access to relevant resources.
- Coloured overlays and paper are provided to support visual stress, and Dyslexia-Friendly Classroom strategies are in place.
- Staff receive specific medical training for epi-pen use, asthma management, and epilepsy care.
- A Makaton/sign language specialist is available to support communication needs.
- Annual reviews of EHCPs are conducted in consultation with parents, external agencies, and the local authority.
- SEN Support Plans are regularly reviewed to respond to emerging needs, including purchasing recommended resources for sensory impairments.
- A designated disabled parking bay is marked in our car park for daily use by specific families.

At Chaloner Primary School, we strive to ensure that every child has the best opportunity to succeed. We make 'reasonable adjustments' to our practices and policies to meet the requirements of the Equality Act. While we are proud of our progress, we recognise that there is always room for improvement, and our Action Plan reflects our commitment to continuous development.

We are uncompromising in our ambition for all pupils. Our school value, "*Believe, and you will achieve!*", reflects the determination of our staff to instil resilience and confidence in every child. All pupils are valued as unique individuals and supported throughout their personal and educational journey.

Chaloner Primary School is proud to be an inclusive community.

5. [Monitoring arrangements](#)

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

It will be approved by the Governing Body.

Our disabled pupils are all identified within our Special Educational Needs register and their educational provision is led by Miss B Atkinson (SENDCo).

Pupils who are not on the SEN register but who have additional medical needs are identified and monitored separately in accordance with Mrs Andrea Bailey, Medical Needs Lead in school.

The SLT (including the SENDCo) meet each term with individual class teachers to monitor the progress of these pupils, consider their needs, write pupil support plans and adapt the curriculum accordingly.

The designated school governor meets with the school SENDCo to monitor and evaluate school practice.

All relevant school policies and action plans are reviewed annually.

Parents and carers are actively encouraged to share any immediate concerns with school and a formal review of progress is shared with them each term.

6. [Links with other policies](#)

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

- Risk assessment policy
- Health and safety policy
- NPCAT Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

1. Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Corridor access				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				