



## Statement of intent

This plan outlines how St Chad's CE C Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

- **Legal framework**

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

## **Roles and responsibilities**

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

# 1. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

## Planning duty 1: Curriculum

Objective	Action required	Who and when	Likely completion date	Outcome	Review
<p>New staff members (mainly ECT's) may not have the skills to support pupils with SEND</p>	<p>INSET provided to staff members on HQT&amp;L.</p> <p>Training for teachers on adaptations and scaffolds for the curriculum.</p> <p>Full induction of ECT's and new staff members carried out and emotional coaching completed, and restorative practice training completed.</p> <p>Any new starter received the NC log in to complete training related to any specific needs in their class prior to starting.</p> <p>Ongoing monitoring and coaching.</p>	<p>Headteacher, SENCO and subject leaders. At induction and throughout each academic year.</p>	<p>Ongoing; reviewed termly.</p>	<p>Staff confidently use adaptive teaching, scaffolds and reasonable adjustments so pupils with SEND can participate and make progress.</p>	<p>Termly monitoring through lesson visits, planning scrutiny, pupil progress meetings and staff feedback.</p>
<p>Increase access to the curriculum for pupils with a physical disability or identified specific learning difficulty to have access to specialist equipment to ensure they can access teaching and learning</p>	<p>Audit individual needs and available equipment. Purchase, loan or arrange specialist equipment and training where required. Include access arrangements in individual plans and review with families and relevant professionals.</p>	<p>SENCO, class teacher and Headteacher. On admission/identification of need; reviewed termly.</p>	<p>Within 6 weeks of identified need, subject to specialist advice and funding.</p>	<p>Pupils can access teaching, learning activities, assessment and the wider curriculum using appropriate specialist equipment and support.</p>	<p>Termly review of individual plans, pupil/parent voice and equipment effectiveness.</p>

## Planning duty 2: Physical environment

Objective	Action required	Who and when	Likely completion date	Outcome	Review
The learning environment in our SEND room does not have access to safe outdoor provision.	Undertake a risk assessment and consult pupils, parents, staff and relevant professionals. Develop a costed proposal for safe, inclusive outdoor access from the SEND room. Seek approval/funding and complete works, including appropriate surfacing, gates/rails and accessible resources.	Headteacher, Site Manager, SENCO and Governing Body. Audit in Autumn 2026; proposal and funding in Spring 2027; works completed subject to approval.	Summer 2027.	Pupils using the SEND room have safe, supervised and inclusive access to outdoor learning and play provision.	Annual accessibility audit; termly site checks and pupil/parent feedback.

## Planning duty 3: Information

Objective	Action required	Who and when	Likely completion date	Outcome	Review
School website is not accessible to children or parents with SEND.	Audit the website against accessibility standards. Seek advice from external advisors. Implement agreed improvements, including clear navigation, accessible documents, alt text and accessible contact routes. Provide information in alternative formats on request.	Headteacher and Link Governor	January 2027	Website is fully accessible School is aware of accessibility gaps to its information delivery procedures School is aware of local services for converting written information into alternative formats	Autumn 2027, then annually.

