

# Cheapside Church of England Primary School



## Accessibility Plan 2025–2028

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### 1. Aims

Cheapside Primary School is committed to ensuring equal opportunities for all pupils, including those with disabilities, in accordance with the **Equality Act 2010** and the **SEND Code of Practice (2015)**. This Accessibility Plan outlines how the school will:

- **Increase the extent to which disabled pupils can participate in the curriculum.**
- **Improve the physical environment of the school** to increase access for disabled pupils.
- **Improve the availability and delivery of accessible information** to disabled pupils and their families.

Our vision is to provide an inclusive, nurturing, and stimulating environment in which all pupils—regardless of need—can grow academically, socially, and spiritually. We emphasise values including courtesy, respect, resilience, integrity, trust, and compassion.

We recognise the importance of strong partnerships between pupils, staff, governors, parents, church, and the wider community, and believe that collaboration strengthens provision for all pupils.

This plan is published on the school website, and paper copies are available on request. The school ensures that staff receive appropriate training relating to disability and equality.

This plan supports the school's ambition to make reasonable adjustments in advance, fulfilling its **anticipatory duty** under the Equality Act.

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## 2. Legislative Framework

This plan is written in compliance with:

- **Equality Act 2010**, Schedule 10: Accessibility for disabled pupils
- **SEND Code of Practice (2015)**
- DfE: *Equality Act 2010 – Advice for Schools*

A person is considered disabled if 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.

Schools must make **reasonable adjustments** to avoid placing disabled pupils at a substantial disadvantage compared with non-disabled pupils. This includes providing auxiliary aids, adapting the learning environment, and making changes to the delivery of information.

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## 3. Our Approach to Accessibility

Cheapside CE Primary School works to ensure that barriers to learning, participation, and physical access are identified and removed wherever possible.

We do this by:

- Actively reviewing curriculum access for pupils with SEND.
- Maintaining a flexible learning environment responsive to changing pupil needs.
- Ensuring that accessibility considerations are embedded in the school's strategic planning.
- Reviewing pupil needs on admission and making advance reasonable adjustments.
- Working closely with parents, pupils, external professionals, and governors.

This plan sets out targets from 2025–2028 and is reviewed annually for progress.

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#### 4. Action Plan 2025–2028

##### 4.1 Increase Access to the Curriculum

Objective	Current Position	Actions	Responsibility	Timescale	Success Criteria
Ensure curriculum is fully accessible to all pupils	Differentiated curriculum; tailored resources; provision mapping; regular tracking; inclusive teaching strategies	Annual review of curriculum accessibility; update resources; embed inclusive exemplars; expand staff CPD including adaptive teaching	SENCo & Headteacher	Annual (July review)	All pupils with SEND make expected progress or better; curriculum resources represent diverse needs
Strengthen parental engagement and support	Regular SEN meetings; positive home–school relationships	Offer workshops on specific needs; create parent information hub (online)	SENCo, SEN Governor	By July 2026	Parents report improved confidence in supporting their child; increased participation in SEND events
Enhance opportunities for pupil voice in shaping provision	Inclusion Ambassadors active; some pupil surveys	Annual pupil survey includes accessibility; expand Inclusion Ambassador role	SENCo & AHT	By March 2026; annual thereafter	Pupil feedback informs decision-making; increased sense of agency among pupils with SEND

#### 4.2 Improve Access to the Physical Environment

Objective	Current Position	Actions	Responsibility	Timescale	Success Criteria
Ensure school site remains physically accessible	All areas accessible; disabled parking; wheelchair-height shelving; accessible toilet; sensory area	Conduct full accessibility audit annually; identify maintenance/improvement needs; plan adjustments for prospective pupils	Headteacher, Bursar, SEN & H&S Governors	Annual (summer term)	Audit shows good access; improvement needs recorded and acted upon
Strengthen evacuation plans for disabled pupils	PEEPs used when required	Annual review of PEEPs; ensure all staff trained in evacuation routes; practise tailored evacuation during drills	Headteacher, SENCo & Bursar	Termly drills	Pupils with PEEPs evacuate safely and confidently
Improve sensory and quiet spaces	Existing sensory area in place	Review resource provision; enhance sensory tools; create quiet breakout area if needed	SENCo	By July 2027	Pupils report anxiety reduction; increased sensory regulation support

#### 4.3 Improve Delivery of Information to Pupils and Families

Objective	Current Position	Actions	Responsibility	Timescale	Success Criteria
Ensure all information is accessible in appropriate formats	School uses signage, large print, symbols; early-stage Makaton offer	Develop whole-school Makaton approach; provide Easy Read versions of key documents if needed; ensure website accessibility compliance	SENCo, Office Manager, ICT Lead	By July 2026	Makaton used in assemblies; accessible information formats available on request and online

Strengthen staff confidence in alternative communication methods	Selected staff trained in Makaton	Provide refresher and advanced training; offer CPD on AAC tools and visual supports	SENCo	Training cycle 2025–2028	Staff confidently use communication strategies; pupils' expressive and receptive communication improves
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## 5. Monitoring and Review

- This plan covers **2025–2028**.
- Progress is reviewed **annually** by the Headteacher, SENCo, SEN Governor, and Chair of Governors.
- A full refresh of the plan is completed every **three years**.
- Monitoring includes: learning walks, accessibility audits, pupil and parent voice, and data analysis.

## 6. Links to Other Policies

This plan should be read alongside:

- Special Educational Needs (SEN) Information Report
- Equality Objectives & Public Sector Equality Duty Statement
- SEND Policy
- Supporting Pupils with Medical Conditions Policy
- Health & Safety Policy
- Risk Assessments
- Intimate Care Policy
- Complaints Procedure

## 7. Appendix 1: Accessibility Audit

### Physical Environment Audit – 2025

Feature	Description	Actions Required	Responsibility	Timescale
Number of storeys	Single-storey site	None required	N/A	N/A
Corridor access	All corridors wheelchair accessible	Maintain clear access; monitor storage	Bursar	Ongoing

Entrances	All entrances wheelchair accessible; secure entry system	Review automated opening supports; ensure ramp edges marked	Bursar	Annual
Parking	One disabled parking bay	Review signage; ensure bay always available; consider additional bay if required	Headteacher & Bursar	Annual
Ramps	No dedicated ramps currently required	Review future pupil needs and plan installation if required	SENCo & Bursar	As needed
Toilets	One accessible toilet available	Monitor height of equipment; ensure emergency pull cord functions and reaches floor	Bursar	Termly
Reception	Fully accessible, with first-aid room attached	None required	N/A	N/A
Signage	Clear and compliant with H&S and fire regulations	Review contrast visibility; update where needed	Bursar	Annual
Emergency escape routes	All routes accessible; PEEPs in place as needed	Ensure alternative routes identified for any pupil with mobility needs; termly drills include PEEP testing	Headteacher & Bursar	Termly
Sensory Spaces	Sensory area available	Review resource quality annually; consider expansion into a second space	SENCo	Annual

**Approved by:** Headteacher, SEN Governor, Chair of Governors

**Next full review:** July 2028

Appendix 1: November 2025 changes

**Summary of Changes Table**

<b>Theme</b>	<b>Original Plan</b>	<b>Revised Plan (Improvements)</b>
<b>Structure &amp; Clarity</b>	Basic layout, inconsistent dates, limited detail.	Modern, clear structure; defined 3-year cycle; consistent formatting.
<b>Strategic Vision</b>	Reactive, describes current practice.	Proactive, anticipatory, long-term strategic planning.
<b>Curriculum Accessibility</b>	General differentiation and some resource use.	Annual curriculum review; inclusive resources; CPD on adaptive teaching; stronger pupil voice.
<b>Physical Environment</b>	Limited audit; most areas "None required".	Detailed annual audit; measurable improvements; future-proofing measures added.
<b>Information Accessibility</b>	Basic methods (large print, signage, Makaton).	Comprehensive communication strategy, Easy Read, AAC, WCAG-compliant website.
<b>Staff Training</b>	Minimal references.	Structured CPD plan covering accessibility, SEND, and communication systems.
<b>Parent Engagement</b>	Occasional SENDCo meetings.	Formal parent forum, SEND workshops, accessible information hub.
<b>Monitoring &amp; Review</b>	Review every 3 years; limited detail.	Annual monitoring, governor oversight, stakeholder feedback incorporated.
<b>Legal Compliance</b>	Meets basic Equality Act requirements.	Fully aligned with Equality Act, SEND Code, DfE guidance, anticipatory duty emphasised.
<b>Action Plan Quality</b>	Mixed completed/outdated actions; unclear objectives.	SMART objectives, clear responsibilities, timelines, and outcomes.
<b>Inclusion Culture</b>	General ethos statements.	Explicit commitments to dignity, representation, participation, and accessibility across school life.