



Chilham St Mary's CE Primary School

ACCESSIBILITY PLAN

We are a diverse, loving community, committed to providing firm foundations built on God's love and forgiveness for all. Within our family of learners, guided by Jesus' example, we nurture and encourage every individual to have the confidence to achieve their own potential, now and in the future.

Revised: April 2026

To be reviewed: September 2027

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Statement of intent

This plan outlines how Chilham St Mary's CE 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
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

Roles and responsibilities

The headteacher 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.
- 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.

The Accessibility Audit

The school 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.

Improving Access to the Curriculum

Intended Outcomes/Targets	Strategies	Responsibility	Timescale	Monitoring
To develop remote learning offer for those children who are absent from school but well enough to learn	• Ensure all families are connected to See Saw • Where appropriate children can join class virtually and work set on See Saw for children to send back to teacher • Work with office manager to communicate any children who will be off for long term medical reasons • Train staff on expectations of our remote learning offer	Head Teacher and SENDCO	July 2025	Leadership Team
To teach children to be safe and confident online and when using social media	• Explicit teaching of E Safety through computing and PSHE lessons • Parent forums • Police community talk with Year 6 • Ad hoc assemblies and discussion when necessary with groups/classes	Head Teacher	January 2025	Leadership Team
Ensure all children take part in educational visits	• Evolve used to record risk assessments • Individual children who cause concern discussed with Head and SENDCO/ additional adults deployed or parent attends	Head Teacher/SENDCO	January 2025	Leadership Team

Improving access to the Physical Environment

Intended Outcomes/Targets	Strategies	Responsibility	Timescale	Monitoring
To ensure all parents/children with disabilities are able to navigate busy times of school for example Pick up/drop off times	- Staggered start of 20 minutes in place - Children may leave via reception area by arrangement	Head Teacher and SENDCO	July 2025	Leadership Team
Ensure site is fully accessible for those with visual impairment	- Yellow lines on steps/changes of height - PEEPs created for key children	Head Teacher/SENDCO	January 2025	Leadership Team

Improving access to Information

Intended Outcomes/Targets	Strategies	Responsibility	Timescale	Monitoring
To ensure communication to parents and carers is clear and easily accessible	• Parent Mail is our key communication tool • Monthly newsletters sent • See Saw used to support messages between class teachers ad parents • Timely emails are sent where parents can action in advance for examples lots of notice given about curriculum days	Class Teachers and Head Teacher	September 2024	Leadership Team
To ensure parents have opportunities to come into school	• Coffee Mornings • Parents Evenings • E Safety talks • Volunteers	Head Teacher	January 2024	Leadership Team
To ensure the amount of new information shared is manageable	• Resources discussed are saved for staff to access after staff meetings/briefings • Use of shared calendar with key dates • Monday briefings and dates board started with key information for the week ahead	Head Teacher/staff	September 2024	Leadership Team