

Chuckery Primary School

Chuckery
Primary School



Working Together

Accessibility plan

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Next review due by:	7 th March 2028

1. Aims

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At Chuckery Primary School, accessibility is integral to our whole-school commitment to inclusion. Guided by our PROUD values, we are committed to ensuring that every pupil is welcomed, valued and able to belong, participate and thrive within our school community. Accessibility is not viewed as a separate strand of school improvement but as a fundamental part of our inclusive culture and everyday practice.

We recognise that barriers to learning, participation and achievement can arise for a variety of reasons and at different points in a child's educational journey. Through proactive planning, reasonable adjustments and regular evaluation of our practice, we work to ensure that all pupils can access the curriculum, physical environment and information on an equitable basis with their peers.

This plan outlines how we will review, evaluate and further strengthen our existing accessibility arrangements in accordance with the Equality Act 2010.

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 aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

The plan will be made available online on the school website, and paper copies are available upon request.

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.

STRATEGIES AND ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
To increase access to the curriculum for pupils with a disability			

To quality assure and further strengthen access to a broad, balanced and ambitious curriculum for pupils with disabilities and SEND.	• Provide training on designing and delivering a bespoke curriculum for pupils working significantly below age-related expectations, ensuring staff can adapt content, outcomes and delivery so all children can access learning meaningfully. • Ensure all staff are trained in Quality First Teaching (QFT) and inclusive classroom practice, with regular refreshers. • Embed key TLAC strategies (e.g., Cold Call, No Opt Out, Check for Understanding, Show Me, Right is Right, Wait Time) across the school to strengthen clarity, retrieval, participation and accessibility of instruction for all learners. • Provide LSA training and refresher sessions on core SEND interventions and specific evidence-based programmes used in school. • Develop alternative curriculum pathways and ensure access to specialist equipment/resources for pupils with specific needs, anticipating future needs where possible. • Ensure VI pupils have full access to the school library and whole-school events (e.g., World Book Day), with adaptations such as large print, tactile books or guided support. • Clear pathway for concerns raised with descriptors of emerging needs.	HT Inclusion Manager SENDCo All staff	Autumn training completed by 18 December 2026. Spring refresher training completed by 31 March 2027. Impact reviewed through learning walks by 15 July 2027.	• TLAC and QFT strategies are evident across classrooms and improve access for SEND pupils. • Monitoring undertaken in Spring 2027 and Summer 2027 demonstrates adaptive teaching strategies are consistently evident across classrooms. • Staff confidently apply agreed adaptive teaching approaches which enable pupils with SEND and disabilities to participate successfully in learning. • Pupils access appropriate curriculum pathways where required without reducing ambition. • Monitoring shows pupils with SEND can access learning through adaptations, reasonable adjustments and specialist support. • Pupil voice demonstrates that children feel included and able to participate in learning.
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To review and strengthen arrangements that support full participation in educational visits, enrichment and extra-curricular opportunities.	• All trips will be planned at least 6 weeks in advance, including early liaison with the venue and where required, a pre-visit by staff to identify potential barriers and agree reasonable adjustments • The Outdoor Education Lead will oversee the planning of each visit, ensuring that all activities are accessible and inclusive. This includes coordinating with staff, liaising with venues about accessibility needs, and ensuring appropriate adjustments are arranged. • Individual risk assessments will be completed for all pupils, where required, detailing specific access arrangements and agreed strategies to reduce risk and maximise participation. ➤ Pre-teaching and preparation activities will be planned for identified SEND pupils to support access, including: Pre-teaching key vocabulary, environment for pupils, visual timelines and social stories to support predictability and reduce anxiety • Staff will ensure that reasonable adjustments and access to provision are clearly planned prior to the trip to remove barriers to learning as far as possible. • Where appropriate, parental participation will be encouraged as part of the home/school partnership to ensure emotional regulation, communication and safety needs are supported. • The Outdoor Education Lead will ensure that all documentation (risk assessments, medical plans,) is completed, stored centrally. • The Outdoor Education Lead and Inclusion Manager/SENDCo will work together to ensure that all staff involved in the trip understand each child's needs, planned adjustments, and communication/regulation strategies.	Headteacher Inclusion Manager SENDCo Outdoor Education Lead Teachers	Ongoing Feedback to be implemented by March 2027	• All trips are planned 6+ weeks in advance with accessibility considered from the outset. • The Outdoor Education Lead oversees planning and ensures all adjustments are in place. • SEND risk assessments and accessibility checklists are completed for relevant pupils. • Pre-teaching (vocabulary, environment, visual timelines/social stories) is provided where needed. • All documentation is completed and centrally stored for each trip. • Pupil voice is gathered from children following the trip to then further develop trips in the future. • Quality assurance demonstrates that accessibility considerations are embedded within educational visit planning.
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STRATEGIES AND ACTIONS TO BE TAKEN		PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
				• Reasonable adjustments are routinely identified and implemented where required. • Pupils with SEND and disabilities participate fully in educational visits alongside their peers. • No pupil is prevented from attending educational visits due to unmet accessibility barriers. • Pupil and parent feedback demonstrates positive experiences of participation.

To strengthen transition arrangements to ensure pupils with SEND and disabilities experience smooth and successful transitions throughout their educational journey.	• Ensure a member of the Inclusion Team is present at every transition meeting at the end of each academic year to support information-sharing, identify needs early, and plan appropriate adjustments. This will be clearly documented on a transition document for staff to refer to. • Hold transition meetings in the Summer Term involving current staff, receiving teachers, parents, SENDCo, and relevant external professionals for children who need a more robust transition. • Transfer all SEND records promptly, ensuring receiving teachers and key staff have up-to-date information about each pupil's needs, provision, strategies and professional reports. • Update yellow/purple folders so they contain all relevant documentation (Key reports, medical information, risk assessments, PEEPS and behaviour plans) ready for new class teachers. • Update ILPs before September, ensuring pupils have ongoing targets from day one and experience no break in support. • Provide additional training for staff where specific pupil needs have been identified, ensuring confident implementation of strategies from the start of the year. • Hold termly SEND staff meetings to review paperwork, update records, and ensure all transition-related information remains accurate and current. • Liaise with nursery providers to review potential intake for September 2026-2029. • Liaise with secondary schools and specialist settings to support children moving onto other settings. • Meetings arranged with parents-information sharing/needs at Parents Evening and as and when required/requested.	HT Inclusion Lead SENCo EYFS Leader	All staff Summer Term for transitions and Autumn Term Follow-up each September	• Provision maps and ILPs are updated for September, ensuring no break in support. • Staff receive any required training and report confidence in meeting identified needs. • Termly SEND meetings take place and documentation remains accurate and up to date. • Transition arrangements are implemented for identified pupils. • Staff have access to relevant information prior to September 2027. • Pupils and families report (Parents' Evening) positive transition experiences. • Pupils requiring additional transition support receive enhanced provision. • There is no break in provision for pupils with SEND.
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	• Support with the Local Authority of enhanced transition, if the LA is still running this, for selected pupils who may find the transition to secondary difficult and continue to engage in the child's journey for two plus years once they leave our setting. • Transition booklets to go out for key children to prepare them for the following academic year.			
2. Improving the availability of accessible information				
Complete an accessibility review of the school website and implement any enhancements identified.	• Redesign the school website to ensure improved navigation, clear layout, and accessible content. • Include features that support multilingual access (e.g., translation tools or multilingual pages). • Ensure the website meets current accessibility standards (e.g., Web Content Accessibility Guidelines - WCAG). • Regularly review the website structure and content to ensure it remains accessible to diverse parent needs.	IT technician Nat Townill, Head of School	April 2027	• Website redesign completed with clear navigation and accessible layout. • Parents report improved ease of locating information (via survey/feedback). • Translation features available or multilingual content in place. • Website meets basic accessibility requirements (e.g., alt text, readable fonts, sufficient contrast). • Reduction in parent queries relating to difficulty finding information.

Ensure timely, accessible communication through Weduc	• Continue using Weduc to send notices, emails, and text messages to ensure information reaches all families promptly. • Maintain an updated calendar of school events within the platform. • Monitor the effectiveness of Weduc for parents who require translated or simplified communication. • Provide support to parents who may need help accessing or navigating Weduc.	All staff Inclusion Manager Owen Riley	31st March 2027 Annually	• 100% of school events and notices are posted to Weduc in a timely manner. • Increased parent engagement shown through Weduc analytics (e.g., message read/open rates). • Parents report confidence in accessing information via Weduc. • Support offered to all parents who request assistance with the platform.
Review and strengthen communication arrangements for families who speak languages other than English.	• Provide a school-funded translator for all parent meetings to ensure full participation. • Translate key letters, notices, and documents into parents' home languages as required. • Keep an up-to-date list of languages spoken within the school community to support targeted translation. • Explore additional tools or resources that support ongoing multilingual communication.	All staff Inclusion Manager IT technician	31st March 2027	•

Increase face-to-face opportunities for parents to receive information and support	• Continue hosting termly parents' coffee mornings, open to all families. • Ensure the Inclusion Team attends each session to provide targeted support. • Invite relevant external agencies (e.g., School Nursing, Mental Health Support Team, Local Authority services) to offer information. • Gather parent feedback at these sessions to refine and improve accessibility of information.	Inclusion Manager SENCO Safeguarding support and Family Welfare Worker	Termly	• Coffee mornings held termly with consistent attendance. • Positive parent feedback indicating improved understanding of available support. • Increased number of parents engaging with external agencies through school. • Parents report feeling more informed and confident accessing support.
3. To improve the physical environment of the school				

To review and further strengthen the accessibility of the physical environment for pupils, staff and visitors	Indoor • Identify needs of new in-take and make reasonable adjustments to the physical environment. • Assess needs of pupil and plan for smooth transition. • Plan classrooms accordingly • Involve outside agencies to support with transition and any specialist equipment. • Maintain good working order of all disabled toilets and facilities. Outdoor • Maintain good up-keep of all areas to allow easy access. • Pupil questionnaire - seek pupil views through School Council on improving areas around school. • Fire Routes – continue to follow procedures to ensure all disabled pupils and staff are aware of safe routes	HT SLT Governors SENCo Site team All staff Business Manager	December 2027	• Complete a whole-school accessibility audit. • Review current and projected pupil needs. • Evaluate the suitability of classrooms, specialist spaces and outdoor areas. • Review accessibility arrangements associated with emergency evacuation procedures. • Identify and implement any improvements required.
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Monitoring demonstrates that classroom environments are carefully matched to the needs of pupils and support full participation in learning.	• Environment monitoring to take place on a regular basis. • Ensure environments meet the needs of the children by being stimulating but not overly through learning walks, drop-in sessions, mini observations etc. • Needs of the child to be carefully thought through and classrooms adapted accordingly. • Seek views of children	October 2027	HT SENCo All staff Business Manager	• Access to the curriculum improved using good quality resources, interventions and adaptations
To further strengthen inclusive play opportunities during social times.	• Invest in new resources which promote play opportunities. • Gain the views of the School Council. • Training/ongoing meetings for Lunchtime Supervisors. • Use of Play Leaders to support playtimes for younger pupils. • Sports Coach to be present during lunchtimes to model inclusive play.	November 2027	SENCo HT SLT School Council Lead	• Pupil voice demonstrates that children can access a range of play opportunities. • Resources support different play preferences and developmental needs. • Monitoring demonstrates positive engagement during unstructured times. • Pupils with SEND participate meaningfully in social and play opportunities.



4. Monitoring arrangements

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

This plan will be monitored throughout the academic year by the Inclusion Manager and SENDCo. Progress against actions will be reviewed at the milestones outlined and reported to governors. The plan will be formally reviewed annually to evaluate impact and identify future priorities.

5. Links with other policies

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

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