

Charlton C of E Primary School



Accessibility Plan 2025-2026

Document Information	Date/Source of Policy	Responsibility
Date	September 2025	SENCO
Date of Review	Term Spring 4, Summer 6 and Autumn 2 each year	SENCO, Headteacher & Designated Governors
Source of Policy		SENCO
Date of Adoption	November 2016 (initial)	Governing Body

1. Introduction

The Disability Discrimination Act 1995 (DDA) as amended by the Special Educational Needs and Disability Act 2001 and the Equalities Act 2010, places a duty on the responsible bodies of all schools to plan to increase the accessibility of their individual schools for disabled pupils, prospective disabled pupils, members of staff, parents and visitors.

In addition, the revised SEN Code of Practice 2015 (DfE & DfH) also highlights the requirement for school's to ensure every pupil can access the curriculum by focusing on inclusive practice and removing barriers to learning.

A person who has a disability under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Physical or mental impairment includes sensory impairments and also hidden impairments. In the Equalities Act 2010 'substantial' is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed. 'Long-term' means 12 months or more, e.g. a breathing condition that develops as a result of a lung infection.

The definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, Autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes, Tourette's or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Nutritional intake
- Ability to lift, carry or otherwise move everyday objects.
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

2. Aims

Charlton Church of England Primary School's Accessibility Plan aims to:

- a) **Increase** the extent to which disabled pupils can participate in the school's curriculum.
- b) **Improve** the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of the education and associated services provided or offered by the school.

The following list exemplifies the range of activities that may be covered by the term '*educational and associated services.*'

- Preparation for entry to the school
- The curriculum

- Teaching and learning
- Classroom organisation
- Environment
- Timetabling
- Grouping of pupils
- Homework
- Access to school facilities
- Activities to supplement the curriculum
- School sports
- School policies
- Breaks and lunchtimes
- The serving of school meals
- Interaction with peers
- Assessment and exam arrangements
- School discipline and sanctions
- Exclusion procedures
- School clubs and activities
- School trips
- The school's arrangements for working with other agencies
- Transition between schools
- Preparation of pupils for the next phase of education

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.

3. Planning

Charlton Church of England Primary School's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practical. The Accessibility Plan will contain relevant and timely actions regarding the following areas:

- **Physical Facilities** – addressing any alterations that may be required to the structure of the building or site to ensure access for pupils, staff, parents and visitors.
- **School Curriculum** – Including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits.
- **Support Services** – access to services within and external to the school to support families where a disability is identified.
- **Awareness** – building awareness to services to staff through training and development and heightening children's awareness of issues related to disability.
- **Communication of information** – how information is communicated with in the school and to wider audience and supporting access to communication for families with a pupil or parent identified as having a disability.

Signed..... Date.....

(Chair of Governors)

Signed..... Date.....
(SENCO)

Signed..... Date.....
(Headteacher)

Current Provision

(This list aims to provide an example of provision available and is not an exhaustive list)

Physical Facilities

Refer: Health and Safety policy

SEN and Inclusion policy

Fire Risk Assessment

Individual risk assessments & care plans

Visual alerts to fire alarm

Fire Drill Procedures for evacuation

Accessible toilet

Hand rails in toilets

Wheel chair access to most of the school and grounds

iPads

Laptops

Sound buttons

Writing slopes

Adapted seating

Visual timetables and active listening cue cards

Labelling at age-appropriate levels throughout the school

Playground equipment

Hearing Induction

Multi Activity Zone (MAZ)

Use of Mainstream Core Standards

Nurture Room and The Hub

School Curriculum

Refer: Website policies

Statutory assessment for Educational Health Care Plans (EHCP) for individuals

Individual Provision Plans for children with an EHCP and some associated funding sourced from the LA

Class provision mapping

Class termly assessment for well-being and involvement/ELSA/Boxal

Individual Healthcare Plans

Highly trained teaching and support staff

A wide range of support programmes and interventions to support the learning

Visual Resources

Appropriate adaptive across the curriculum including: Language through Colour/adapted resources

Teaching assistant support as required

Makaton signing

Fully inclusive extra-curricular clubs and activities

Participation in wider opportunities for children with disabilities

B-Squared assessment tool

TA meetings

Pupil progress meetings

PiXL

Mainstream Core Standards

Trauma Informed

Nurture Team and ELSA

Team Teach trained members of staff

AET training

Support Services

Good use of multi-agency support services – OT, PT, SaLT, CoS, EP, EWT etc
Early Help referral procedure
SEN countywide update forum
SENCO forum (local and academy)
Homestart
Includes US 2
Pastoral Lead
Community School Health Team
Emotional Wellbeing Team (EWT)
Community Paediatrician
Play Therapist
Speech and Language Teaching Assistant- The Balanced Approach
Staff specialisms e.g. EAL, Persistent Literacy difficulties
Wrap around care facility
STLS clinics
ELSA

Awareness

Anti-Bullying Week including e-safety
Collective Worship themes and stories
PSHE curriculum
Community Nurse visits
Opportunities for pupil feedback – School council & circle time
Mental Health Awareness raising e.g. Hello Yellow Day
Wellbeing Award
AET training
Nurture Award

Communication of information

Parent consultations
Signposting of parents to support groups or services
Newsletters and letters
Class Dojo
MCAS App
SEN coffee morning/information events
Annual Reviews
Transition meetings
Staff liaison meetings at transition times
Weekly staff meetings
TA meetings
KS meetings

Charlton C of E Primary School Accessibility Plan 2024-2025

Success Criteria

- Increase the extent to which SEND pupils can participate in the school's curriculum
- Build on the inclusive ethos of our school
- Promoting the confidence of all staff to meet a wider range of pupil need

Monitoring and Evaluation

- Teacher and TA meetings weekly/termly
- Individual Provision Maps and Class provision Maps
- Feedback from parents/pupils/ external visitors
- Boxall and other assessments
- Data Analysis
- Pupil Progress Meetings x6 a year
- Book and Planning Looks
- Lesson Observations/Learning Walks
- Get Set 4 PE to monitor pupil participation

Specific actions	Owner	Timeframe	Costs	Success criteria for actions	Progress towards outcomes
Carry out learning walks to ensure classrooms are optimally organised to promote participation and independence of all pupils.	SLT/SENCO	X3 times a year in Term 2, 4 and 6		Classroom resources positioned and organised to enable easy accessibility by all children.	
Ensure all children with SEND have access to support resources and a curriculum that matches their needs.	SENCO	Ongoing		Children with SEND make progress and are fully included in the classroom environment	
Regular attendance meetings, analysis of data and forward actions with attendance team and families	DHT	X3 termly minimum		Children with SEND are not at a disadvantage due to poor attendance.	

Specific actions	Owner	Timeframe	Costs	Success criteria for actions	Progress towards outcomes
Carry out regular pupil progress meeting, EHCP Annal reviews/IPP meeting, Individual Healthcare Plans and HNF reviews and updates	SLT/SENCO	Termly and as required		Children identified with SEND and their families have opportunities to discuss progress and areas for development, thus increasing participation.	
Moving and Handling training	HT	End of year 6	Unknown	HT trained in moving and handling	
Ensure that TAs understand the expectation for each session for children with SEND e.g. how much support to give, how to record. Use a TA questionnaire and appraisal sessions	SLT/SENCO	Teacher PPA time. Weekly		Lessons are effective and all children, including those with SEND, achieve the learning objective and are well catered for within lessons.	
Train Staff on the use of MSC and specific needs	SENCO	KS meetings and Staff Meetings Termly		Staff have increased confidence in using the MSC and of specific needs of children in their class	
Ensure that PE Lessons are made accessible to all. Embed Inclusive Sport training by establishing a SEN sports Club	PE team	Teacher PPA time. Weekly Term 4	£3000	All children are able to achieve within a lesson and participate to the best of their ability.	
Embed the use of Wiglit and Visual Timetables/Now and Next boards. Purchase Wiglit Online Subscription.	SENCO	X2 hours SENCO time to monitor their use. End of Term 4	£300	Children with SEND have increased access to lessons.	

Specific actions	Owner	Timeframe	Costs	Success criteria for actions	Progress towards outcomes
Ensure that there are no obstacles hindering Fire exits/routes.	Colin Cook All Staff	Daily		There are clear fire routes and exits.	
Organise a Disability Awareness Day	SLT/SENCO/ Teacher	End of Term 5		Increased awareness of disabilities and the impact that these can have on the lives of the people and families living with them.	
Audit the use of visibility tape	SENCO/H&S team incl. Gov	End of term 2	Cost of new tape as needed	All steps and changes of level are clearly identifiable	
Review the use of a handrail from the main school building to the office building	SENCO/H&S team and Gov	End of term 3		Requirements investigated and possible solutions quoted for if needed	
Review the ramps in the school	SENCO/H&S team and Gov	End of term 3		All areas, where possible, are accessible for wheelchair users with appropriate ramp access.	

Specific actions	Owner	Timeframe	Costs	Success criteria for actions	Progress towards outcomes
Explore reintroduction and retraining of: -Makaton -TEACCH -PROACT SCIP-r/Team teach -Language through colour -A second ELSA	SENCO	End of Term 3 End of Term 6	Training costs-unknown	Clear record of when Makaton is used for specific children Increased use of Makaton across the school to support all children Implementation and embedding of training in the school	
Ongoing subscription costs and CPD for supporting Inclusion and Disability access. Embed Nurture UK training, ACES training, Mental Health First Aid and AET training	SENCO Amy Moat	End of Term 6	Cost of subscriptions and ongoing CPD	Continue to increase the Mental Health and Wellbeing of the children in School by developing their social and emotional wellbeing, enabling them to engage with life and learning. Children will become more self-assured, capable and adaptable.	