Chalkhill Primary School
Accessibility Plan 2025 - 2029

Last reviewed:	**September 2025**
Ratified date:	**15th July 2026**
Next Review due by:	**September 2029**

Inclusion Statement:
This policy has been developed to promote an inclusive school where every pupil is valued, supported and challenged to achieve their potential. In implementing this policy, the school will have due regard to the Equality Act 2010, the SEND Code of Practice, and its commitment to removing barriers to learning, participation and achievement for all pupil, including those with SEND, disadvantaged pupils and those with protected characteristics.

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.
We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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 he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Purpose of Plan

This plan shows how Chalkhill Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Key Objectives

To reduce and where possible, eliminate barriers to accessing the curriculum and for pupils to have full participation within the school community.

Compliance with the DDA and equalities Act 2010 is consistent with Chalkhill’s aims and commitment to equalities and the operation of Chalkhill’s SEND policy.

- Not to discriminate against disabled pupils in their admissions and provision of education and associated services. Not to treat disabled people less favourably
- To take reasonable steps to avoid putting disabled pupils and disabled staff at a substantial disadvantage
- To publish an Accessibility Plan

Chalkhill recognises and values the parent’s knowledge of their child’s disability and the effect on his/her ability to carry out routine activities and respects the parents and child’s right to confidentiality.

Chalkhill Primary School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.

4. Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

Current Range of known disabilities

- Autistic Spectrum Disorder
- Global developmental delay
- Duchenne Muscular Dystrophy
- Hearing Impairment
- Visual Impairment
- ADHD
- Downs Syndrome
- Delayed /disordered speech, language and communication
- Mild learning difficulties
- Physical needs - wheelchair users

The school SEN policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with external agencies, the SENCo manages the Statutory Assessment Process, ensuring additional resources are available where appropriate.

The school provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning. The school works closely with specialist services including:

- Brent Outreach Autism Team (BOAT)
- Educational Psychology Service (EPS)
- Brent Inclusion Support Team
- Complex Needs Consultant (Physical/medical disabilities)
- Specific Learning Difficulties Consultant (Assessment, advice and resources for children with literacy or numeracy difficulties including

Dyslexia)
- Speech and Language Therapy
- Hearing Impairment team
- Visual impairment team
- Community Child Health
- Occupational Therapy
- Physiotherapy

5. Increasing access for disabled pupils to the school curriculum

Continuing to improve teaching and learning lies at the heart of the school's work.
Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children.
We aim to meet every child's needs within mixed ability, inclusive classes.
It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.
The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

6. Links with other policies

This accessibility plan is linked to the following policies and documents:
- Risk assessment policy
- 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

Accessibility Plan

2021 - 2024

Improving Access to the Curriculum						
Objective	**Action/Strategy**	**Success Criteria**	**Cost**	**Person**	**Timescale**	**Progress to date**
To ensure that teaching and learning across the curriculum reflect equal opportunities for all pupils with physical disabilities	Planning and teaching includes opportunities to ensure that the diversity of society is represented	Pupils have an understanding of physical diversity and neurodiversity and are respectful.		SLT to monitor planning All teachers SENDCO	Ongoing	Pupils with physical disabilities/ neurodiversity are fully included in all aspects of school life.

To make sure that the curriculum is differentiated appropriately taking into the account the graduated approach and pupils' learning needs	Planning is personalised for all pupils and is matched to their needs. Training for teaching staff on the Graduated Approach Programme (GAP) and Toolkit	Pupils have and know their individual targets, which are specific, measurable, achievable, realistic and timed. Pupils make progress GAP followed and evidenced		SENDCO SLT All teaching staff	Ongoing (See Monitoring timetable)	TAs trained in specialist areas: Speech & language, phonics, Colourful Semantics, Word Aware, Reading Recovery Strategies, First Class @Number, Success @ Arithmetics, motor skills interventions Pupils are involved in drawing up and reviewing their targets GAP and Toolkit made available to all staff on google drive/ shared staff

						GAP used with Y2 teacher to complete EP referral for child 24/11/2021 GAP INSET March 2023 Positive Handling Training Manual Handling (including use of hoist) training as required – Jan 2024 3 staff members trained t

To support staff in improving pupil access to the curriculum	Monitor provision for pupils with SEN and those who have been identified as Gifted and Talented Training for teaching staff on the Graduated Approach Programme (GAP) and Toolkit	Staff are more confident about making 'reasonable adjustments' to meet the needs of all pupils.		SENDCO to support with planning, SENDCO to support teacherswith identifying individual pupil targets	Ongoing	SENCO supports teachers, TAs & LSAs to implement strategies from specialists and providing differentiated resources to support learning July 2021 – Pilot school for GAP September 2021: Local authority supporting implementation of GAP

Staff to develop skills to deal with pupils who have specific difficulties	Organise specific training for staff relating to the disabilities experienced by individual pupils – ASD, Downs Syndrome, hearing impaired, visually impaired, speech & language Defibrillator training arranged annually Allergy awareness training for all staff Introduction of Toolkit related to GAP	Teachers have a greater understanding of the needs of specific pupils		SENDCO to arrange INSETs with B.O.A.T. and SALT other external agencies	At least annually	All staff trained in use of GAP, Communication Keys and Colourful Semantics B.O.A.T training for teachers & LSAs supporting specific pupils School has two trained Autism Champions (October 2022) SALT training for specific staff to support children School Nurse trained TAs in use of Epipen Allergy training and Defibrillator training now part of First Aid at Work

To develop a range of learning resources that are accessible for children with different disabilities	Subject leaders to review resources Look at ICT resources to support the learning of all Ensure that teachers are incorporating Quality First Teaching into all planning. Outlined in the SEND Code of Practice.	Pupil's with disabilities have increased access to curriculum materials	£700	SENDCO All staff	In place & ongoing	Resources purchased to increase pupil participation. E.g. move n sit cushions for pupils with ASD 'Fiddle toys' for pupils with ADHD Slanted writing board for pupils with writing difficulties ICT equipment e.g. mini iPads, talking postcards, microphones Coloured overlays for pupils with visual difficulty (Reading Rulers) Specially shaped pencils and pens for pupils with grip difficulty Reflection Zone established (Oct 2023) Nurture Base established (Jan 2024)

Ensure documents are accessible for pupils with visual impairment	Seek and act on advice from sensory support advisor on individual pupil requirements Use of magnifier where appropriate Ensure large, clear font used in documentation	Pupils able to access school documentation		Class teachers/ SENDCO	In place & ongoing	Access arrangements in place for SATs

All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	Review all school provision to ensure compliance with legislation Investigate TA flexibility to cover extra-curricular activities if needed.	All activities are carried out in an inclusive environment and that current legislative requirements are met. Risk assessments are provided before activities take place		Risk assessments sent to Igor SENDCO to support with planning inclusive trips	Ongoing	Pupils with ASD, ADHD, emotional needs went to Spain Residential visits to Kingswood and Gordon Brown Activity Centres were accessible to pupils with a range of needs including ASD, ADHD After School Clubs accessible to all children including; KidFit gymnastics, table tennis, football, netball, science, club, knitting club etc Individual risk assessments for trips and residentials/ discussed with parents

Attitudes To promote positive attitudes to disability	Review PSHE Curriculum Review Assembly Programme: widen focus of Different/Same theme Regular items for newsletters highlighting achievements of pupils with disabilities	Pupils' survey will show that there is change in attitudes to disabilities.	£150 for any new resources	PSHE Coordinator SLT	ongoing	INSET: BOAT – June 2023 September: 14/09/2024 Barnados Parenting Programme (TA training) 13/09/2023 SEND - SENDCO 08/11/2023 EP (2 hour session on neuro diversity – all staff)

Improving Access to the Environment

To plan for disabled access throughout the school.	Carry out an audit of improvements needed to the physical environment of the school	Adults and pupils will have easier access to all areas of the school building	Visitors entrance £30,000 Pupil entrance expansion £20,000 Access to playgrounds Internal access throughout school £100,000 budgeted for work	Headteacher Governors SENDCO	ongoing	Ramp erected and in use. Inclusive entrance for all users. Actual cost £47,000 + V.A.T. Ramps purchased for access to KS2 and staff room £3,000 Scissor lift installed for access to library and music room Ramped outdoor access to LKS2 classrooms Automatic door installed for access to building from carpark entrance HS2 raised planters for wheelchair user access to outdoor curriculum

To improve ease of movement in classrooms for children with physical disabilities	Look at the arrangement of furniture in classrooms	Pupils with physical disabilities will be able to move more freely in the classroom environment		Headteacher Governors	In place & ongoing	New classrooms easily accessible Playground access ramped Disabled toilet for staff and children Hoist for disabled pupils

To improve the physical environment of the school	Ensure that pathways of travel and places of access, toilet facilities and parking are clearly marked and signposted	There will be clear access and signs around the school		Headteacher Governors Site Managers	In place & ongoing	Wheelchair user (1 teacher & 1 pupil) can move freely from the car park to workplace
Ensure all disabled pupils and staff can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils and staff with difficulties. Develop a system to ensure all staff are aware of their responsibilities	All disabled pupils and staff working alongside are safe in the event of a fire		Headteacher Governors Site Managers	As required Each Sept and ongoing	PEEPs in place for teacher & physically disabled pupils

All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access	All disabled staff, pupils and visitors able to have safe exit		Headteacherr Governors All staff Site manager	On-going and as required and as appropriate. Weekly	Fire escape routes displayed in every classroom. All fire exits clearly marked and accessible Regular fire drills
Improving Communication and Information Sharing						
School policies reflect a commitment to accessibility for all	All relevant policies to have reference to disability equality and accessibility	Pupil access to the curriculum and their attainment is in line or above targets set		All coordinators Headteacher	In place & ongoing	All policies are inclusive
Parents/carers are consulted and informed about the	Copies of the plan are sent to parents of children with	Parents are kept informed		Headteacher	In place & ongoing	Through one to one meetings Weekly newsletter
content and progress of the accessibility plan	disabilities. Opportunity for them to discuss is provided					Parent Forum
Ensure all information received by parents/carers is in appropriate format	Audit of parent/carer needs	School will be able to provide information in different formats		Headteacher All staff	In place & ongoing	Large print Website Parent Mail Newsletters Face to face meetings Information translated on request

Ensure that all information used in teaching is presented in an appropriate format	Modify homework sheets – large print, simplify language Use visual timetables	Pupil access to the curriculum and their attainment is in line or above targets set		All	In place & ongoing	All lessons are fully inclusive. Inclusive checklist is included in all planning Individual pupils are named Work is differentiated TA/teacher support as necessary
Ensure that parents can access support when needed	Parents will be encouraged to ask for support to complete forms and understand information	Secondary transfer forms will be completed and returned on time Advice/information from external agencies will be understood and acted on Parents feel confident in supporting their child		MA Headteacher	In place & ongoing	Parents supported to complete forms online. Majority of pupils have applied for secondary school place. Parents supported with a variety of form filling – housing, benefits, child support credit etc. PSA and SENCO make phone calls on behalf of parents School staff always available as translators

Languages other than English to be visible in school	Some welcome signs to be multi -lingual	Confidence of parents to access their child's education		All staff Headteacher MA IM	Ongoing	Dual language signs visible Spanish is taught throughout the school and staff and pupils are encouraged and supported to use Spanish daily in greetings, writing the date, singing, counting etc in addition to weekly Spanish lessons Wide range of languages spoken by staff who can support parents when necessary Website has button for access to translating option