Accessibility Policy

September 2026 V3

Next review September 2027

Aims

At Chandag Primary School our ethos is based on our school values: Strive for excellence; Respect everyone; Celebrate our uniqueness. We are committed to ensuring that whatever the abilities and needs of our school community, that everyone is equally valued and treated with respect. We provide an accessible environment which values and includes all pupils, staff, parents, carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

This accessibility policy and associated plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the accessibility plan over a prescribed period.

The definition of disability is:
A person has a disability 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 carry out normal day to day activities. Disability Discrimination Act 1995 (DDA).

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long-term and substantial effect on pupils' everyday lives.

Principles
Compliance with the Disability Discrimination Act 1995 is consistent with the:

- School's aims, ethos and values
- Inclusion policy

We recognise that we have a duty under the DDA (as amended by the SENDA) to publish an Accessibility Plan but not to:

- discriminate against disabled pupils in our admissions and exclusions, and provision of education and associated services

- treat disabled pupils less favourably

Governors and staff, while performing their duties, will have regard to the Disability Rights Commission Code of Practice (2002). We work with parents and carers to ensure the full needs of each individual child are met as we value parents' and carers' knowledge of their child's disability and its effect on their ability to carry out normal activities. We respect the individual's right to confidentiality. We will provide all pupils with a broad and balanced curriculum which is differentiated and adjusted to meet the needs of individual pupils.

Accessibility planning

An Accessibility Plan will be drawn up to cover a three-year period.

The plan will be updated annually.

The Accessibility Plan will contain relevant actions to:

- improve access to the physical environment of the school, adding specialist facilities as necessary (this covers reasonable adjustments to the physical environment of the school and physical aids to access education)
- increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are able-bodied pupils (if a school fails to do this they are in breach of the DDA); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits as well as the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum
- improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents, carers and visitors with disabilities; the information should be made available in various preferred formats within a reasonable time frame

Our accessibility plan relates to the access audit of the school, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first accessibility plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new accessibility plan for the following period.

We have identified the following points of action as the main focus of our accessibility plan:

- The delivery of our curriculum
- The physical environment of our school building

Delivery of our curriculum

At Chandag Primary School, we have developed an approach that delivers the national curriculum as part of a broad and balanced learning experience. **All** children are able to access the full curriculum in an exciting and innovative manner so that they can fully use and apply their skills across a range of subjects.

Physical environment of the school

- All buildings have ramp access.
- We have a disabled toilets in all buildings.
- Disabled parking is available immediately outside each building

- All pupils are encouraged to take part in the full curriculum. Pupils with disabilities are included in productions, music, PE and class assemblies.
- School visits, including residential visits, are made accessible to all children
- Lessons provide opportunities for all to succeed through inclusive, adaptive planning and the adoption of a variety of teaching strategies.
- Access to information within the classroom is enabled through the use of visual timetables and visual labelling of equipment and resources. Children with visual and specific reading difficulties who have trouble reading or copying from the board are given printed copies of texts, or information is written down for them.
- The school has a clear policy on the administration of medicines with staff trained to administer epipens and diabetic injections. There is a register of children with medical needs. Medicines are stored securely. Photographs of children with specific medical needs are shared with staff including kitchen staff. All staff are informed of these children on an ongoing basis.
- We are working on minimising clutter and furniture to enable an environment for high quality learning which has been created for all children in all of our year groups. Class rooms and year groups have a pastel colour palette and learning walls promote the current learning for Maths and English with topic boards celebrating work and reflective of the wider curriculum. We are looking to invest in replacing out-dated and worn furniture to be more responsive for learning and sensory needs.

Associated school documentation

- Inclusion policy
- Long term planning overviews
- Curriculum teaching and learning policy and guidelines
- Assessment policy and guidelines
- Learning environment monitoring guidance
- Staff handbook

Implementation and monitoring of policy

The school's inclusion leader is responsible for leading the development and strategic direction of the school's accessibility policy.

The school accessibility plan will be monitored by the governing body and by Ofsted as part of their inspection cycle.