CHINLEY PRIMARY SCHOOL

ACCESSIBILITY PLAN 2026-2028

AIMS OF THE ACCESSIBILITY PLAN

This plan outlines how Chinley 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 (the curriculum, physical environment and information). A person is regarded as having a disability under the 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 must 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.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

Accessibility Audit

The headteacher will undertake a 2 yearly Accessibility Audit. The audit will cover the following three areas:

Access to the curriculum –the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.

Access to the physical environment –the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.

Access to information –the extent to which pupils with disabilities can access information on an equal basis with their peers.

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.

The purpose and direction of the Accessibility Plan: the school's vision, aims and values

OUR SCHOOL VISION AND VALUES

At Chinley School we all Aim High – To Be The Best That We Can Be

We want every child to be happy and secure, and at Chinley Primary School we aim to:

- provide a **nurturing environment** that is **safe** and **secure.**
- Ensure that **everybody works together in partnership;** pupils, parents, staff and Governors to ensure that every child will leave Chinley School with the highest possible outcomes they can achieve, ready for the next stage of their learning.
- Every member of our school community; pupils, parents, staff and Governors, have **high expectations** of each other, rooted in **mutual respect, trust** and **support.**
- We **celebrate** individuals and their interests and talents, whatever they may be.

In developing the accessibility plan information is gathered from a range of people associated with the school and is used in school policies, the school development plan, setting priorities and monitoring outcomes. The information is needed to allow the school to plan for the future so that the needs of the local disabled community as school users can be anticipated under the planning duty and met for all users. The information is used in such a way that individuals will be unidentifiable and therefore confidentiality is maintained.

Views of parents

We have evidence of parents being very satisfied about how well we aim to meet the additional needs of their children (parental questionnaires May 2026). We operate an open-door policy in the school and actively encourage parents to share their views and concerns about school and their children. Views are also shared at parents' evenings, SEN review meetings, through school reports and regular newsletters.

Views of children
We consult the children through questionnaires, school council meetings, pupil voice sessions, assemblies, informal conversations and PSHE.

Views of other agencies
Consultation takes place with other agencies, such as the Inclusion Support Advisory Service, Educational Psychologist, Hearing Impairment, Speech and Language and DCC. Views are shared and advice sought and taken.

Views of staff and Governors
The views of staff and governors are sought and the key priorities feed into the plan below.

The main priorities in the accessibility plan

The school has identified its priorities through:

- Data collection – Inspection Data (ISDR); DCC data and in-house assessments, tests and observations
- Consultation – parent questionnaires, pupil questionnaires, school council, multi-agency meetings and reports, staff and governor meetings.
- The school's self-evaluation (SEF) and school improvement plan (SIP)
- Understanding of our children and staff through observations, conversations and general knowledge of our context

Our three priorities are to:

- Increase the extent to which SEND pupils can access the school curriculum to achieve their potential
- Improve the physical environment to increase the extent to which SEND pupils can participate in the life of the school
- Improve the understanding of our disabled pupils to ensure we can do all we can to support them

Action Plan 2026-2028

Target	Success Criteria	Target Date	Who is responsible	Monitored by	Resources
Ensure that the school's approach to inclusion supports all learners including those with SEND to improve pupil outcomes across the curriculum. This will be done by:					
- Targeted CPD from subject leaders and the ISAT service linked specifically with adaptive teaching strategies (focus on mathematics in 2026-27) - Ensure that our Universal Provision is suitable for and meets the needs of all learners. - Staff to make adjustments and adaptations to their lesson plans to ensuring full participation in all curriculum areas. - Through the use of sensory audits and collecting pupil voice staff will carefully consider the learning environment to support all learners. - Analysis of pupil data to quickly identify pupils who need additional intervention – this may include before school support and pre-teach activities. - All pupils have access to quality first teaching.	All pupils have access to the Universal provision as required; this may be resources; support or adjustments to the learning environment to best meet their needs.	Feb '27 Sept '26 Ongoing Ongoing Dec and July annually	Whole staff ISAT SENDCO Whole staff Class teachers Class teachers	SENDCO SENDCO HT	Staff meetings CPD budget £800 Resources £250
To ensure the needs of all pupil with individual special needs are addressed to provide full inclusion and access to learning. This will be done by:					
- Working with specialist support services (Hearing/Visual/Physical Impairment, Speech &	School works closely with outside services and parents to	Sept '26	SENDCO Speechwise	HT	S&L support £15400

Language, etc.) and parents to assess specific needs and plan appropriate intervention. - Install hearing loop systems if appropriate. - Position children in classroom to minimise difficulties and maximise learning. - All SEND pupils to have individual support plans which are regularly reviewed. - Ensure that adjustments are considered on school trips and events to ensure full participation. - Consider pupils individual medical needs to ensure that all reasonable adjustments are made to meet with their medical care plans. Ensure that all ISPs, care plans and provision maps are up-to-date and are working documents used by teachers and TAs to provide full inclusion and when targeted support is required.	ensure that all relevant advice and guidance is followed ensuring that all pupils are able to participate in all activities with the correct support. All pupils receive the support they need in order to achieve and thrive across all areas of the curriculum.	As required Ongoing Ongoing Ongoing Ongoing Ongoing	SENDCO Class teachers EVC SENDCO SENDCO	Finance Govs HT HT HT	
Ensure that the physical environment is suitable for the needs of all learners to ensure that all pupils including those with SEND feel belonging and thrive school life. This will be done by: - Ensuring that all areas around the school are clutter-free and safe. - Ensuring that all accessible toilets are well-maintained and fully available for pupils who need them; this should include the shower and changing areas. - Ensuring all floor areas are non-slip; that there are clear labels on stairs to support pupils with visual impairments and that all stairs have grab rails to support.	All corridors and communal areas are clear for passage. Accessible toilets are available and well maintained. All accessibility requirements are in place to support pupils with individual needs. Ramps are in place.	Ongoing Ongoing Ongoing Ongoing	Cleaning team Cleaning team Caretaker Caretaker	HT HT HT HT	£400 maintenance budget

- Ensuring that where practicable ramps are available to ensure all members of the school community can access all areas of the school. - Ensuring that there is always a member of staff who has paediatric first aid training is on the school premises and that staff working with EYFS pupils have the qualification. - Working closely with the Derbyshire Catering Service to ensure that all pupils with food intolerances, etc. are able to access the school meals service safely.	Paediatric 1st Aid certificates are held by key staff across school and are updated every 3 years. Food standards and provision meets the need of all pupils.	Sept '28 renewal Ongoing	HT DCC Catering	FGB HT	£800 every 3 years

Plan created 1st December 2025 by Peter Lambert (headteacher).

Review 1st December 2026 (and then annually until 1st December 2028)

Governor Minute number: FGB09/241126a

Date: 24.11.2026