Chidham Parochial Primary School Accessibility Plan – July 2026 (Review July 2028)

1. Purpose of the Plan

This Accessibility Plan sets out how Chidham Parochial Primary School will, over time, increase accessibility for disabled children, staff and visitors.

The plan is drawn up in accordance with Schedule 10 of the Equality Act 2010 and reflects the school's commitment to inclusion, equality and high-quality provision for all children within our rural, one-form entry primary setting.

We are committed to removing barriers and ensuring that all children are able to participate fully in school life, achieve their potential and feel a strong sense of belonging within our community.

2. Aims

The aims of this plan are to:

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

At Chidham, we aim to treat all children fairly, with dignity and respect, in line with our school vision and values. This includes providing equitable access and opportunities without discrimination.

We are committed to:

- Ensuring staff are appropriately trained in equality and disability awareness
- Identifying and removing barriers to learning and participation

- Working in partnership with parents, carers, governors and external agencies
- Responding proactively to the needs of individuals, including those with temporary disabilities

The school's complaints procedure applies to this plan. Any concerns relating to accessibility will be addressed through this process.

This plan has been developed with input from a range of stakeholders, including children, parents, staff and governors.

3. Legal Background

This document meets the requirements of:

- Schedule 10 of the Equality Act 2010
- The Department for Education (DfE) guidance on the Equality Act 2010
- The Special Educational Needs and Disability (SEND) Code of Practice (2015)

Under the Equality Act 2010, a person is considered disabled if they have:

- A physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities

'Long-term' is defined as lasting, or likely to last, for at least 12 months. 'Substantial' means more than minor or trivial.

This includes sensory impairments (such as those affecting sight or hearing) and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

The school has a duty to make reasonable adjustments to ensure that disabled children are not placed at a substantial disadvantage compared with their peers. These adjustments may include:

- Adaptations to teaching and learning
- Provision of auxiliary aids
- Adjustments to the physical environment

4. Context of the School

Chidham Parochial Primary School is a one-form entry rural primary school. All buildings are situated on a single level, supporting physical accessibility.

We are committed to offering an inclusive curriculum that enables all children to make the best possible progress, regardless of their needs or abilities.

We recognise that:

- Not all disabled children have special educational needs (SEND)
- Not all children with SEND meet the definition of disability

This Accessibility Plan therefore covers all children who may experience barriers to access.

Where necessary (for example, when a child joins the school or experiences a temporary condition), the plan will be reviewed and adapted. Individual risk assessments are completed and agreed with parents and shared with staff.

5. Relationship to Other Policies

This Accessibility Plan should be read in conjunction with:

- The Special Educational Needs and Disabilities (SEND) Policy
- The Single Equality Statement
- Equality Information and Objectives

These documents are available on the school website.

6. Responsibility and Review

The governing body is responsible for:

- Ensuring the plan is implemented effectively
- Monitoring progress against agreed actions
- Reviewing the plan annually

The plan will also be reviewed sooner if significant changes occur, such as:

- Changes to the school environment
- Changes to the needs of the school community
- New statutory requirements

7. Monitoring and Implementation

The school will ensure that this plan is:

- Resourced appropriately
- Implemented effectively
- Reviewed regularly

Progress will be reported to the governing body and reflected in school improvement work where appropriate.

Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
Staff training	Supporting children with allergies in line with Benedict's Law	All staff have had allergy training refreshed in line with Benedict's Law	Develop staff knowledge of supporting children with Speech and Language	Improvements in the provision provided for children for speech and language. Members of staff have increased confidence and skills in working with children.	Develop staff's knowledge and skills in working with dyslexic learners and learners with literacy difficulties.	Improvements in the provision provided for dyslexic learners and learners with literacy difficulties. Members of staff have increased confidence and skills in working with dyslexic learning and learners with literacy difficulties.
Teaching and learning - Increase access to the curriculum for pupils with a disability in line with our Vision and Quality First Teaching	Develop effective interventions to accelerate the progress of lower ability pupils,	Impact on achievements seen at the end of intervention support	Ensure that the impact of interventions are regularly assessed and reviewed, and that interventions and groups are adjusted accordingly to meet pupils changing and developing needs.	Intervention programmes are well planned, that all staff continually make reasonable adjustments and adaptations in class so all children make progress (as noted at termly progress meetings)	Ensure that our curriculum is broad, balanced and accessible to all children.	All needs are met in relation to the provision of our broad and balanced curriculum for all pupils.

Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
	Improve the delivery of written information to pupils					
School – minor capital expense – Improve and maintain access to the physical environment	Improve the learning environment for all pupils throughout school- displays and interactive resources. (Using advice learnt from Autism Awareness Award)	All pupils regardless of needs able to access information or resources from the learning environment And enhance all areas of learning within the classroom.	Ensure staff/volunteers/visitors with back problems have the right height chairs, supports and cushions.	Adults able to perform work tasks through reasonable adjustments to workplace environments.	Raise standards in reading and spelling using Little Wandle accredited phonic scheme in KS1	Children can read (and spell age related words correctly), can access the curriculum and make good progress
	Use of interpreters or use of online translating platforms within meetings with parents or carers of children with English as an additional language.	Ensure the child, parents, school and other professionals involved with the child are fully included and informed within discussions about the individual support needed or being put into place or the progress and attainment of their child throughout their school career.	Encourage positive use of the outdoor provision for Foundation Stage Children.	All children regardless of need to be able to access and independently learn within all areas of the outdoor provision.	Improve availability of information/resources for parents and carers ie develop the addition of online learning modules	Parents/carers are all informed and can support their children's learning as not hindered by availability re childcare or work

Priority area	Short term	Outcome	Medium term	Outcome	Long term	Outcome
School– major capital expense	Review the provision of accessibility with Autism ambassadors and Pupil Parliament.	Action plan identified for children who may need support around the school.	Clear signage and practice in place for visual and hearing impaired children and adults to access the curriculum/participate in events	Boards are accessible to those with poor vision i.e information clear to all and provision is made for adults attending events as much as for the children	Ensure school has wheelchair access throughout ie inside and out	Exterior doors and inside doors are wheelchair friendly for child & adult use Field is accessible in part for wheelchair users in wetter weather

This accessibility plan and the outcomes will be evaluated regularly to monitor the plan's effectiveness and ensure that it covers all areas of accessibility needed.