

Chadwell Primary School



Accessibility Plan

Version Control			
Date Implemented	November 2025	Next review date	November 2028
Supersedes	Autumn 2022	Policy Owner	Governing Board

Summary of policy changes:

Version: Autumn 2025

The following updates have been applied:

The school supports any available partnerships to develop and implement the plan. We work particularly closely with the ~~SEATSS~~ SENDATS team, EWMHS and the Disability and Inclusion Team to ensure that we meet the needs of all children.

CHADWELL PRIMARY SCHOOL

Accessibility Plan

Introduction

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, ensuring that no child is disadvantaged.

We are a fully inclusive school and aim to ensure that all children are included in every aspect of the school day. Our pupils show respect to all pupils around them and welcome those of all abilities and disabilities into our community. We want every child to see our curriculum as relevant to them, whatever their heritage, level of need or socio-economic background.

This 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 into enabling them to be effective in the education of all children with disabilities. We are equally committed to prioritising resources to enable all pupils to access the full extent of our school curriculum, including the National Curriculum.

The school supports any available partnerships to develop and implement the plan. We work particularly closely with the SENDATS team, EWMHS and the Disability and Inclusion Team to ensure that we meet the needs of all children.

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.

Links with other policies

This Accessibility Plan is linked to the following policies and documents:

- Behaviour Policy
- Children with Health Needs Who Cannot Attend School Policy
- Equality and Diversity Policy
- Health and Safety Policy
- School Improvement Plan
- Special Educational Needs and Disability (SEND) Policy
- Special Educational Needs and Disability (SEND) Information Report

This action plan sets out the aims of the Accessibility Plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State any short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	The school offers an adaptive curriculum for all pupils, including a personalised curriculum where required. The length of the school day is adapted where appropriate. The school uses resources tailored to the needs of pupils who require support to access the curriculum e.g. text enlarged, books with larger and more defined lines for	Long term: The curriculum is reviewed and adapted to meet the needs of pupils who are working within the Engagement Model. Medium Term: Enhanced provision in the Rainbow Room is reviewed and developed in light of needs of the current cohort	SENDCo to support class teachers and LSPAs to devise a curriculum appropriate to the needs of their pupils working within the Engagement Model SENDCo to review current provision and practice. Termly review of the impact and next steps identified. Leaders to continue in developing access and provision to clubs for those with	SENDCo Class Teacher Senior Leaders Pastoral Support Leader PE Coach	Ongoing review	Through the Rainbow Room, adaptations to the curriculum will be supported by appropriate resources and facilities. Planning highlights adaptations for key pupils

	visual impairment. Writing slopes, pencil grips, adapted scissors etc.		SEND. Identifying how many club/activity spaces will be prioritised for SEND pupils			
	Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.	Long Term To review all statutory policies to ensure that they reflect inclusive practice and procedure	When a policy is due for renewal consideration to be given to meeting the requirements of the Equality Act.	Policy writer/reviewer		All policies will comply with the requirements of The Equality Act 2010
		Long Term PE curriculum review to ensure accessibility for all students, matching curriculum to needs.	PE Coach and Curriculum lead to review the curriculum yearly, focusing on the accessibility to lessons for all pupils. Where required PE Coach and Curriculum lead to adapt the curriculum further in light of changing pupil needs, supporting	PE Coach and Curriculum lead		The PE curriculum is adapted to meet the needs of all pupils. Staff feel confident in adapting provision to meet the needs of all learners in their class.

			class teachers to ensure full accessibility of all pupils. PE Coach to upskill class teachers in delivering an adapted curriculum where required.			
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: - Ramps to the external classrooms to ensure step free access. - Lifts in both buildings with a first floor - Corridor width – meets the expected standard for wheelchair users. Limited	Long Term: Annual review of the playground facilities to ensure barriers are removed for pupils with SEND	Pupil action group to be identified so views of SEND pupils can be elicited. Action group to consider facilities for SEND pupils. Bid for funding to develop the playground area and facilities in light of views from action group. Survey of the physical environment to be	SENDCo Premises Team and H&S lead	Annually	Facilities in the playground will be inclusive and reflect the needs of all pupils. The environment is accessible for all stakeholders.

	fixed furniture in corridors. • Disabled parking bay side are available. • Disabled toilets and changing facilities		undertaken by the Health & Safety Co-ordinator and a list of potential barriers identified			
Improve the delivery of information to pupils with a disability	Pictorial or symbolic representations where required including the use of visual timetables and PECS	Medium Term: Arrange for all new LSAPs to have training in the use of pictorial/symbolic representations to support communication.	Draw upon external support agencies e.g. SALT and Hatton. Deliver INSET for staff on an annual basis. Ensure resources for such communication programs are available on Office 365.		Ongoing	LSAs are confident in identifying students who would benefit from alternative communication systems and actively put these into place.

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Main building and KS1 building – two stories Year 3 building, PPA building and Nursery – one story	None required	N/A	N/A
Corridor access	All corridors are of a standard width. The corridors in the KS1 building are wider as they adhere to new building regulations.	Ensure that non fixed furniture e.g. lunch trolleys, do not obstruct the corridor width for those who use walking aids or a wheelchair.	Premises Manager H&S Lead Class teachers	Daily - ongoing
Lifts	One lift in the main building and one in the KS1 building	Ongoing maintenance of lift – maintenance plan in place with company	Premises Manager School Business Leader	Annually
Parking bays	1 disabled parking bay available	Ensure that only drivers with a disabled badge are parking in marked bays.	Premises Manager	Daily - ongoing
Entrances	All entrances to the school comply with the necessary width. The school has step free access into all buildings	None required.	N/A	N/A
Emergency escape routes	All comply with requirements.	Ensure school maintains annual external audit for Fire Plan management.	Premises Manager H&S Lead	Annually

	EVAC chairs placed at relevant points in two buildings with a first floor.	Maintain training for EVAC chair use – internal and external training. Maintenance program for EVAC chairs Update emergency evacuation procedures for disabled visitors.		Ongoing Annually Annually
Toilets	3 disabled facilities are available, one in each area of the school.	Ensure facilities are maintained. Ensure Emergency call pull works – weekly check	Premises Manager	Weekly
Reception area	Fixed height – accessible to wheelchair users. Main doors manual opening	Disabled visitors will be identified on entry to the Reception and Office staff to go around to meet and greet and assist as required.	Office Staff	Ongoing
Internal signage	Emergency exits are well sign posted. There is currently no Braille signage in the school.	Investigate Braille Signage	H&S Lead	July 2026

Classrooms	All classrooms are laid out to ensure that emergency exits are not obstructed. Egress around the room is hampered by desks as space is limited.	Classroom layout and provision of resources to be considered in light of a pupil with a disability. Actions will be identified and addressed to meet additional needs.	H&S Lead in conjunction with the Inclusion Leader	Ongoing
Halls	One hall is on the ground floor and has step- free access. The other is on the first floor and has lift access All doors are standard width and are wheelchair accessible.	Ongoing maintenance to ensure safe accessibility.	Premises Manager	Ongoing
Nursery	Nursery has step free access and limited tables in the unit, however toys are placed at ground level too.	Class Teacher to consider layout and provision in light of pupils' current needs.	Nursery class teacher	Ongoing
Playground	The playground is on one level, there is a conservation area that is occasionally used at lunchtimes.	As required 1:1 support would be given to a pupil who required additional support to access facilities in the playground.	SENCo H&S Leader Head of School	Ongoing