



Chelmondiston C of E Primary School

Accessibility Plan



Approved by:	Lesley Etchingam & LGB	Date:
Last reviewed on:	Autumn 2025	
Next review due by:	Autumn 2028	

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

The school's context:

Chelmondiston Church of England Primary School is a mainstream school for boys and girls age 4-11 years. The school comprises of one building, this is all on one level, there is disability access to the front school office and also from the playgrounds into the classrooms. There is an adapted toilet that is away from classrooms but accessible from all areas of the school.

Our vision and aims for all pupils:

The children will be taught the academic and life skills to be able to achieve their potential in a nurturing Christian environment; with this resilience and courage they will learn to be respectful and caring towards others, advocate that all people should be equal and aim to be custodians of the wider world.

'What we nourish today, will flourish tomorrow'

The school's aims:

- To ensure full access to all, regardless of social background, gender, ethnicity or disability, to a high-quality provision of SMSC through our curriculum. (Spiritual, Moral, Social, Cultural)
- All pupils to access the curriculum via a clear, robust universal offer. Reasonable adjustments and adaptations to be in place for all pupils as required.

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 the able-bodied pupils. 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. It also covers 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 and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
- Improve access to any **medical intervention** required for staff or pupils with such needs.

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED

3. Action plan

School-wide Actions	Person Responsible	Timescale	Outcome
Identify, assess and plan for any new or existing needs of individual pupils with disabilities to ensure an accessible environment for all	HT / SENCo	As required	Improved access for individual pupils.
Repair/replace edgings for flooring surfaces throughout the school. Replacement of all doormats to ensure no trip hazards at thresholds	HT	2025 – 26	No trip hazards.
Physical Environment Actions	Person Responsible	Timescale	Outcome
Audit of EYFS outside area, ensuring that it is secure.	HT	Autumn 2025	A secure area, ensuring pupil safety within the EYFS environment.
Build outdoor classroom. Develop designated areas for outdoor learning with a focus on meeting sensory needs.	HT	2025 – 26 ongoing	Increased access to the outdoor area in all weathers for all learners.
Curriculum Actions	Person Responsible	Timescale	Outcome
Work with special education services to ensure that all staff are confident in implementing adaptations within the curriculum.	HT/SENDCO	Autumn 2025 - ongoing	Ordinarily available and targeted offer to be published on the website. Reasonable adjustments in place.
Out of school activities to be planned for accordingly, including individual risk assessment where necessary.	Teachers/HT	As required	Pupils with disabilities are able to take part in all out of school activities.
Continue to ensure that our curriculum is representative and accessible to all learners. SENDCO to be involved in curriculum planning.	Teachers/SENDCO/HT	As required	Adaptive practice is woven through every aspect of the curriculum.
Accessing Information Actions	Person Responsible	Timescale	Outcome
Written materials available in alternative formats and languages on request.	HT	As required	Pupils, parents and visitors will be able to access all written documents.
Medical Intervention Actions	Person Responsible	Timescale	Outcome
Installation of WIFI in outside areas to increase connectivity of medical devices: for example diabetic monitors	HT	Spring 2026	Pupils will be able to use technology to support medical needs, therefore improving the efficiency of care.

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.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body and the Head teacher.

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One	N/A	N/A	N/A
Room access	Access to all areas of the school - open plan/linked rooms	Ensure that all routes are kept clear	All staff	Ongoing
Lifts	None	N/A	N/A	N/A
Parking bays	1 disabled	Ensure that this space is not misused	Business manager	Ongoing
Entrances	Main entrance at the front of the building.	Maintain the clear signage	Site manager	Ongoing
Ramps	None	N/A	N/A	N/A
Toilets	One adapted toilet on site	No actions required	Site manager	Ongoing

Reception area	Situated at the front of the school, disabled parking space nearby, wide door	No actions	Business manager/HT	N/A
Internal signage	Standardised signage in classrooms (eg visual class timetables)	No actions	HT/CTs	Ongoing
Emergency escape routes	Labeled fire exits	No actions	HT/business manager	Ongoing