



Christleton Primary School

Be the best you can be

Accessibility Plan

Document Name		Reviewed by	
Accessibility Plan		Full Governing Body	
Author	Mr Mitchell	Version number	2.0
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September 2026		September 2028	
Signed Headteacher		<i>Mr Mitchell</i>	
Signed Chair of Governors			

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A paper copy of this plan is available free of charge on request. Alternative formats will be provided where reasonably practicable.

1. Purpose and commitment

Christleton Primary School is committed to ensuring that disabled pupils are able to participate fully in school life, learn alongside their peers and access the education, benefits, facilities and services the school provides. We aim to identify barriers early, make reasonable adjustments and plan strategically for improvements over time.

This plan is focused specifically on the school's duties towards disabled pupils. It sits within our wider commitment to equality, inclusion and high expectations for every child. Accessibility is considered in classroom practice, the wider curriculum, educational visits and residentials, clubs and enrichment, communication, the use of technology, and the physical environment.

Our approach is anticipatory: we seek to remove or reduce barriers before they prevent a pupil from participating, while also responding promptly to individual needs as they arise.

2. Statutory basis and scope

Under Schedule 10 of the Equality Act 2010, the Governing Body must prepare, implement, keep under review and, where necessary, revise a written accessibility plan. The plan must set out how, over time, the school will:

- increase the extent to which disabled pupils can participate in the school curriculum, including the wider curriculum;
- improve the physical environment so that disabled pupils can take greater advantage of education, benefits, facilities and services provided or offered by the school; and
- improve the delivery of information to disabled pupils where that information is readily accessible to pupils who are not disabled, taking account of pupils' disabilities and the preferences expressed by them or their parents/carers.

The Governing Body will have regard to the need to allocate adequate resources to implementing this plan. The plan is published on the school website and will be made available in other formats where reasonably practicable.

3. Definition of disability and relationship with SEND

The Equality Act 2010 defines disability as a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. "Substantial" means more than minor or trivial and "long-term" generally means that the effect has lasted, or is likely to last, for at least 12 months. The definition can include sensory impairments and long-term health conditions.

Special educational needs (SEN) and disability are related but distinct legal concepts. Some pupils with SEN are disabled under the Equality Act and some disabled pupils do not have SEN. The school therefore considers duties under the Equality Act alongside its responsibilities under the Children and Families Act 2014 and the SEND Code of Practice: 0 to 25 years.

4. Reasonable adjustments and accessibility planning

The school has a duty to make reasonable adjustments where a disabled pupil would otherwise be placed at a substantial disadvantage. This includes reviewing provisions, criteria and practices and, where reasonable, providing auxiliary aids or services. Adjustments are considered in relation to the individual pupil and the circumstances, with advice from parents/carers and relevant professionals where appropriate.

For schools, the Equality Act reasonable-adjustments duty does not require the alteration or removal of physical features. Physical access is addressed through the separate accessibility-planning duty in Schedule 10. This does not prevent the school from making physical improvements where they are appropriate, feasible and proportionate.

Individual arrangements may be recorded through pupil plans, health care plans, risk assessments, personal emergency evacuation plans (PEEPs), access arrangements or other relevant documentation. This strategic plan does not contain confidential information about individual pupils.

5. Principles that guide our practice

- High expectations: disability must not be a reason to lower ambition. Curriculum and pastoral decisions should support appropriate challenge, participation and progress.
- Barrier-focused planning: staff identify what is preventing access and consider practical adjustments, aids, teaching approaches or environmental changes that could reduce the barrier.
- Pupil and parent/carer voice: the views, preferences and lived experience of the pupil and their family inform planning and review.
- Inclusive wider opportunities: accessibility is considered when planning clubs, trips, residential, performances, PE, events and other enrichment.
- Accessible information: information is provided in an appropriate format and within a reasonable time, including alternative formats where needed.
- Proportionate evidence and review: actions are monitored for impact and revised when they are not effective or when needs change.

6. Roles and responsibilities

The Governing Body is the responsible body for the accessibility plan. It provides strategic oversight, ensures the plan is published and reviewed, and has regard to the resources required for implementation.

The Headteacher is responsible for ensuring the plan is implemented through school systems, improvement planning, staffing, premises management and the curriculum. The SENDCO supports identification of barriers, coordinates advice and provision, and monitors the impact of adjustments for pupils with SEND and disabilities. All staff are responsible for implementing agreed adjustments and raising emerging access concerns promptly.

The school will seek advice from Cheshire West and Chester Council and relevant education, health, sensory, therapy or specialist services when this would support effective planning.

7. Consultation, monitoring and review

The school will review this plan at least annually and will revise it sooner when necessary, for example following significant changes to the needs of pupils, changes to the school site, major refurbishment, the introduction of new technology or updated statutory guidance. A full replacement plan will be prepared by September 2029.

Monitoring will draw on pupil and parent/carer feedback, staff observations, progress and participation information, educational visit and club participation, accessibility audits, incident or risk-assessment learning, and feedback from specialists. Governors will receive appropriate assurance that the planned actions are being implemented and are having the intended impact.

8. Key legislation, guidance and linked school documents

This plan should be read alongside the school's SEND Policy and SEN Information Report, Equality Information and Objectives, Supporting Pupils with Medical Conditions Policy, Behaviour Policy, Anti-bullying Policy, Health and Safety Policy, Educational Visits procedures, Safeguarding/Child Protection Policy and relevant risk-assessment procedures.

Key external references include:

- [Equality Act 2010, including Schedule 10](#)
- [DfE – Equality Act 2010: advice for schools](#)
- [DfE and DHSC – SEND Code of Practice: 0 to 25 years](#)

- [DfE – What maintained schools must or should publish online](#)
- [DfE – Meeting digital and technology standards in schools and colleges: Digital accessibility](#)
- [Equality and Human Rights Commission – Technical guidance for schools in England](#)

Accessibility Action Plan 2026–2029

The action plan is a working document. Actions may be brought forward, amended or supplemented where pupil needs, professional advice, premises changes or new guidance require this.

Strand 1 – Increasing access to the curriculum

Priority	Actions / strategies	Timescale	Lead	Monitoring / evidence	Success criteria
Inclusive teaching and reasonable adjustments	Maintain a consistent approach to adaptive teaching and reasonable adjustments. Staff will identify barriers, use appropriate scaffolds and resources, and seek specialist advice where needed. Training will be matched to the needs of current and incoming pupils.	Ongoing; training reviewed annually	Headteacher / SENDCO / subject leaders	Learning walks; pupil plans; staff feedback; review of provision and progress	Disabled pupils are appropriately challenged and can access learning with reduced avoidable barriers.
Wider curriculum, clubs, visits and residential	Build accessibility into planning for PE, clubs, trips, residential, performances and enrichment. Consider transport, staffing, medication, sensory needs, communication, physical access and reasonable adjustments at the earliest planning stage.	For every activity; reviewed annually	Teachers / visit leaders / SENDCO	Risk assessments; participation records; pupil/parent feedback	Pupils are not unnecessarily excluded from wider opportunities because of disability.
Assessment and assistive technology	Review access to appropriate assistive technology, adapted equipment and assessment arrangements. Ensure staff understand how agreed aids and accessibility features are used in day-to-day teaching, not only in formal assessment.	Autumn 2026, then at least annually and as needs change	SENDCO / assessment lead / class teachers	Resource audit; access-arrangement records; pupil feedback	Required aids and arrangements are available, used consistently and support greater independence.
Pupil voice and transition	Seek the views of disabled pupils and parents/carers when planning and reviewing support. Identify accessibility needs early for admission, transition between classes and transition to secondary school; share relevant information securely and in good time.	At admission/transition and review points	SENDCO / class teachers / EYFS and Y6 leads	Review meeting notes; transition records; pupil/parent feedback	Transitions are well planned and pupils report that agreed support helps them participate.

Strand 2 – Improving access to the physical environment

Priority	Actions / strategies	Timescale	Lead	Monitoring / evidence	Success criteria
Annual accessibility audit	Complete a structured walk-through of the site considering entrances and routes, steps and thresholds, doorways, circulation space, toilets, classrooms, hall and shared areas, playground access, lighting, visual contrast, acoustics and signage. Record barriers and prioritise proportionate actions.	Autumn term 2026 and annually	Headteacher / Site Manager / SENDCO	Accessibility audit and action log; governor premises monitoring	Barriers are identified systematically and priority improvements are tracked to completion.
Individual access and emergency planning	Prepare individual access arrangements and PEEPs where required. Ensure emergency procedures take account of mobility, sensory, communication or medical needs and that relevant staff understand their responsibilities.	As required; review at least annually and after significant change	Headteacher / SENDCO / Site Manager	Plans and risk assessments; drill learning; staff briefing records	Appropriate arrangements are in place for safe access and emergency evacuation.
Maintenance and day-to-day access	Keep access routes clear and promptly address maintenance issues that create barriers. Review the visibility of step edges, lighting, signage and temporary obstructions, particularly where a pupil or visitor has a sensory or mobility impairment.	Ongoing	Site Manager / all staff	Site checks; defect log; feedback from users	Avoidable physical barriers are minimised and identified defects are addressed promptly.
Capital works and procurement	Consider accessibility at the design and procurement stage of refurbishment, furniture changes, ICT purchases and premises projects. Seek specialist or local-authority advice where necessary and avoid creating new barriers.	At planning/design stage of each project	Headteacher / Governing Body / Site Manager	Project briefs; plans/specifications; post-completion review	New or refurbished provision improves accessibility where reasonably practicable and does not introduce avoidable barriers.

Strand 3 – Improving access to information

Priority	Actions / strategies	Timescale	Lead	Monitoring / evidence	Success criteria
Alternative formats and communication preferences	Record and respond to known communication and information-access needs. Provide information in alternative formats where reasonably practicable, for example large print, accessible electronic text, Easy Read, audio, symbols or other formats recommended for an individual pupil.	On request and as needs are identified	SENDCO / school office / class teachers	Communication records; pupil/parent feedback; response times	Pupils and families receive key information in a format they can access and within a reasonable time.
Accessible pupil-facing information	Use visual timetables, symbols, structured instructions, clear layouts and other communication supports where they reduce barriers. Review whether key safety, behaviour and learning information is understandable for pupils with communication or cognitive needs.	Ongoing; reviewed through pupil plans	Class teachers / SENDCO	Classroom checks; pupil voice; review of individual plans	Pupils can understand the information needed to participate safely and independently.
Accessible digital content	Build accessibility into new website content, forms and downloadable documents. Use meaningful headings and links, readable font sizes, sufficient colour contrast, alternative text for meaningful images, accessible document structures and captions/transcripts where appropriate.	From September 2026; ongoing	Headteacher / office staff / website editors	Periodic checks of website and key documents; correction log	New digital content follows accessible design principles and essential online administrative functions can be used by disabled users.
Website accessibility statement	Maintain an accurate website accessibility statement and review it regularly, including after significant website changes. Make clear how users can request information in an alternative format or report an accessibility problem.	Review annually and after major website changes	Headteacher / website administrator	Published statement; annual review record	Users can find current accessibility information and a clear route to request support.
Support to access school communications	Provide reasonable support for parents/carers who need help to access school information or complete essential forms, including a paper copy free of charge on request. Use clear, concise language and avoid relying on a single communication channel for essential information.	Ongoing	School office / Headteacher	Office records; parent feedback; review of key communications	Essential school information is accessible and families know how to obtain support.