

Church Hill C of E Junior School

'Let Your Light Shine' (Matthew 5:16)



Together Everyone Achieves More

Accessibility Plan 2026

Signed by: *[Signature]*.....

Date: *21/3/26*.....

Approved by Governor

Date: *21/3/26*.....

Signed on behalf of the Governing body: *S.M. Hardy*.....
(Chair of Governors)

Next Review Date: February 2029

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1. Aims

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 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

Our school aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness and removing any barriers to communication.

At Church Hill CofE Junior School, our aim is to create an accessible, inclusive and nurturing environment in which every child can *“Let Your Light Shine”* (Matthew 5:16). Rooted in our Christian foundation and the Church of England’s long-standing commitment to pursuing social justice and serving the disadvantaged, we recognise the worth and dignity of every individual and celebrate the rich diversity of our community. We are committed to valuing and including all pupils, staff, parents and visitors—regardless of their physical, sensory, educational, social, emotional, spiritual or cultural needs—and to challenging negative attitudes about disability while fostering a culture of awareness, tolerance and mutual respect. Guided by our core values of **Courage, Fairness, Kindness, Koinonia, Responsibility, Thankfulness** and **Truthfulness**, we strive to remove barriers, promote equality of opportunity, and ensure every child is empowered to recognise their strengths, achieve their potential and shine their light brightly while encouraging the light in others. In line with our SEND principles, we tailor provision to meet individual needs, work closely with families, and remain devoted to breaking cycles of disadvantage so that all pupils may grow, flourish and thrive academically, socially and personally

The governing body commits to allocating appropriate financial, staffing and training resources to implement this Accessibility Plan effectively, in accordance with Schedule 10 of the Equality Act 2010.

We will make all reasonable adjustments so that disabled pupils are not placed at a substantial disadvantage, and will agree adjustments in consultation with pupils and parents/carers as appropriate.

The 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 in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school follows the Leicestershire Local Authority and Government guidance for accessibility, SEND provision and building compliance. We work closely with the LA’s SEND Support Service, Inclusion Service and specialist advisory teachers to implement and review the plan. Access audits, building adaptations and risk assessments are completed in line with LA procedures and timescales.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

2. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM 1 - TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM. OUR KEY OBJECTIVE IS TO REDUCE AND ELIMINATE BARRIERS TO ACCESS TO THE CURRICULUM AND TO ENSURE FULL PARTICIPATION IN THE SCHOOL COMMUNITY FOR PUPILS AND PROSPECTIVE PUPILS WITH A DISABILITY.						
CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA	
<ul style="list-style-type: none"> Our school offers a differentiated curriculum for all pupils We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum resources include examples of people with disabilities PSHE curriculum is 'Go-Givers' which highlights certain disabilities and celebrates them Everyone's Welcome curriculum celebrates and educates on protected characteristics 	<p>To liaise with the Infant School or other feeder schools to review potential intake for future cohorts</p>	<p>To identify pupils who may need additional to or different from provision for future intakes</p>	<p>Headteacher YR3 Head of Year and teachers</p>	<p>Each intake</p>	<p>All identified adjustments in place by the first day of term; 100% of relevant staff briefed.</p>	
	<p>To review all statutory policies to ensure that they reflect inclusive practice and procedure</p>	<p>To comply with the Equality Act 2010</p>	<p>Headteacher All subject leaders</p>	<p>Ongoing, as new statutory policies are releases</p>	<p>All policies clearly reflect inclusive practice and procedure</p>	
	<p>To establish close liaison with parents</p>	<p>To ensure collaboration and sharing between school and families.</p>	<p>Headteacher All teachers</p>	<p>Termly review</p>	<p>Parent/carer satisfaction 95% in annual survey; actions from meetings implemented within agreed timescales.</p>	

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<ul style="list-style-type: none"> 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 make sure it meets the needs of all pupils 	<p>To ensure all pupils attending AP can access high-quality teaching, a broad and balanced curriculum, and maintain progress towards personalised outcomes.</p>	<ul style="list-style-type: none"> - Establish AP risk assessment and induction - Agree curriculum plan and timetable - Implement daily safeguarding and attendance checks - Ensure EHCP/SEND support continues while in AP - Termly AP review meetings with providers and parents 	<p>Headteacher, SENDCo, AP Link Lead, DSL</p>	<p>For each placement: within 1 week of start date; then reviewed termly</p>	<p>100% daily AP attendance checks completed</p> <ul style="list-style-type: none"> - Pupils meet ≥80% of personalised targets - Positive pupil and parent feedback - Reintegration plan in place where appropriate
	<p>To finely review attainment of all SEN pupils.</p>	<p>SENDCO/Class teacher meetings. Pupil progress monitored by Headteacher and SENDCo</p>	<p>Class teachers SENDCO Headteacher</p>	<p>Termly</p>	<p>intervention impact evidenced on provision maps.</p>

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<ul style="list-style-type: none"> We work with approved Alternative Provision providers to ensure pupils with SEND or vulnerabilities receive a personalised curriculum. Attendance is monitored daily, safeguarding procedures are followed, and AP providers share curriculum information with school. 	<p>To promote the involvement of disabled students in classroom discussions/activities</p> <p>To take account of variety of learning styles when teaching</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> - Wheelchair access - Giving alternatives to enable disabled to participate successfully in lessons. - Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people. 	<p>Whole school approach</p>	<p>Ongoing</p>	<p>Learning walks show consistent adaptive teaching; pupil voice indicates increased participation</p>
<p>To evaluate and review the above short and long-term targets annually</p>	<p>See above</p>	<p>SMT, Core curriculum co-ordinators Governors</p>	<p>Annually</p>	<p>All children making good progress.</p>	<p>Governors fully informed about SEN provision and progress</p>
<p>To deliver findings to the Governing Body</p>	<p>Finance and Premises and Curriculum Governors meetings</p>	<p>SENDCo SMT/SEN Governor</p>	<p>Annually Termly SEN Governor / SENDCO meetings</p>	<p>Governors fully informed about SEN provision and progress</p>	<p>Governors fully informed about SEN provision and progress</p>

AIM 2 TO IMPROVE THE PHYSICAL ENVIRONMENT OF THE SCHOOL TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN TAKE ADVANTAGE OF EDUCATION AND ASSOCIATED SERVICES.					
CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>The environment is adapted to the needs of pupils and parents/carers as required. This includes:</p> <ul style="list-style-type: none"> • Seating • Ramps • Disabled parking bays • Disabled toilets and changing facilities • Ramps and railings at fire exits 	<p>Improve physical environment of the school environment</p>	<p>The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes and more accessible facilities and fittings.</p>	<p>Headteacher</p>	<p>Ongoing</p>	<p>Enabling needs to be met where possible.</p>
	<p>Ensure visually stimulating environment for all children</p>	<p>Colourful, lively displays in classrooms and inviting role play areas. Some areas of classrooms are low stimuli. Reminder given every summer term when preparing classrooms</p>	<p>All staff</p>	<p>Ongoing</p>	<p>Lively and inviting environment maintained.</p>
	<p>Ensuring all with a disability are able to be involved.</p>	<p>Create access plans for individual disabled children as part of IEP process if required</p>	<p>All staff</p>	<p>Ongoing</p>	<p>Enabling needs to be met where possible.</p>
	<p>To ensure that the medical needs of all pupils are met fully</p>	<p>To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.</p>	<p>Head Teacher First aid team leader</p>	<p>Ongoing</p>	

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<p>Ensuring disabled parents have every opportunity to be involved</p>	<p>Arrange interpreters where needed Offer a telephone call to explain letters home for some parents who need this Adopt a proactive approach to identifying the access requirements of disabled parents</p>	<p>Whole school team</p>	<p>Ongoing</p>	<p>To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education</p>
<p>To improve community links</p>	<p>School to continue to have strong links with schools in Leicestershire Authority and the wider community.</p>	<p>Headteacher</p>	<p>Ongoing</p>	<p>Improved awareness of disabilities in the wider community/ community cohesion</p>
<p>Continue to develop playgrounds and facilities.</p>	<p>Look for funding opportunities</p>	<p>SEND Co, Headteacher, SBM</p>	<p>Ongoing</p>	<p>Inclusive child-friendly play areas.</p>
<p>To ensure paths around school are as safe as possible.</p>	<p>Communication with parents via letter</p>	<p>Headteacher, Premises officer, H&S governor</p>	<p>Ongoing</p>	<p>No accidents</p>
<p>To maintain accreditation of Enhanced Healthy Schools award</p>	<p>Continue to work towards Healthy Schools and Food for Life targets</p>	<p>Healthy School Co-ordinator</p>	<p>Every 3 years</p>	<p>Achievement of award</p>

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The environment is adapted to the needs of pupils and parents/carers as required.

Enhance sensory accessibility (quiet spaces, low-arousal areas, acoustic improvements).

Identify suitable rooms/areas; install acoustic panels where needed; provide visual supports and calming resources.

Headteacher,
Premises
Officer,
SENDCo

Review by July
2026; then
annually

Pupil/parent
feedback
evidences
reduced sensory
barriers; fewer
sensory-related
behaviour
incidents.

AIM 3 TO IMPROVE THE DELIVERY OF INFORMATION TO DISABLED PUPILS AND PARENTS.					
CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Our school uses a range of communication methods with pupils and parents/carers to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> Internal signage Large print resources Induction loops Pictorial or symbolic representations Digital, audio or video formats Face to face workshops for parents <p>School website and online platforms aim to comply with WCAG 2.1 AA accessibility standards, with annual checks and remedial actions.</p>	<p>To enable improved access to written information for pupils, parents and visitors</p>	<ul style="list-style-type: none"> - Storage of coloured overlays to help with reading information or texts - Raising awareness of font size and page layouts will support pupils with visual impairments. - Auditing the school library to ensure the availability of large font and easy read texts will improve access. - Auditing signage around the school to ensure that is accessible to all is a valuable exercise. 	<p>Headteacher SENDCo</p>	<p>Ongoing</p>	<p>Requests for alternative formats fulfilled within 5 working days; annual website accessibility check completed.</p>

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TO IMPROVE THE DELIVERY OF INFORMATION TO DISABLED PUPILS AND PARENTS.

<p>Accessible resources: coloured overlays; dyslexic friendly fonts; coloured exercise books; fidget bands.</p> <p>Personal evacuation plans for fire drills.</p>	<p>To review children's records ensuring school's awareness of any disabilities</p>	<p>Information collected about new children. - Records passed up to each class teacher. - End of year class teacher meetings - Annual reviews - IEP meetings - Medical forms updated annually for all children - Personal health plans - Significant health problems –children's photos displayed in obvious places around school as well as in the register.</p>	<p>Headteacher Class teachers Outside agencies Office staff</p>	<p>Annually</p>	<p>100% of staff have access to up-to-date profiles; termly spot checks confirm use in planning.</p>
	<p>In school record system to be reviewed and improved where necessary</p>	<p>Record keeping systems to be reviewed</p>	<p>Headteacher Office staff</p>	<p>Ongoing</p>	<p>Records system audited annually; zero critical issues; information shared securely and promptly.</p>

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher, SENDCo, School business manager, governor for inclusion.

It will be approved by the governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEND) information report
- SEND policy
- Supporting pupils with medical conditions policy

Behaviour policy

Anti-bullying policy

Attendance policy

Safeguarding and Child Protection policy

Online Safety and Remote Learning policy

