



Safe – Happy – Learning
www.thepioneeracademy.co.uk

Chatsworth Infant School

Accessibility Plan

Revised: September 2026
To be reviewed: September 2028

Contents:

Statement of intent
Legal framework
Roles and responsibilities
The Accessibility Audit
Planning duty 1: Curriculum
Planning duty 2: Physical environment
Planning duty 3: Information
Monitoring and review

Statement of intent

This plan outlines how Chatsworth Infant School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.
- The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.
- The governing board also recognises its responsibilities towards employees with disabilities and will:
- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.
- The plan will be resourced, implemented, reviewed and revised in consultation with:
 - Pupils' parents.
 - The headteacher and other relevant members of staff.
 - Governors.
 - External partners.

Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998

- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

Roles and responsibilities

The headteacher will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.
- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.

- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.
- The SENCO will be responsible for:
- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

The Accessibility Audit

The school will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Identify and remove barriers to curriculum access for pupils with SEND	Use assessment and the APDR process to accurately identify individual needs and barriers to learning, ensuring appropriate provision and reasonable adjustments are in place	SENCO, Class Teachers, SLT	Autumn 2026 onwards	Pupils' needs and barriers are identified accurately and provision enables increased access, engagement and independence	Termly

Medium term	Strengthen consistent adaptive and inclusive teaching	Embed the TPA Teaching & Learning Model, with a particular focus on adaptive teaching, responsive assessment and strategies that develop pupil independence	SLT, SENCO, Teachers	Throughout 2026/27	Monitoring demonstrates increasingly consistent inclusive and adaptive practice. Pupils with SEND show increased independence, engagement and progress	Termly
Long term	Ensure pupils with SEND successfully access an ambitious curriculum	Evaluate the accessibility and impact of curriculum provision for pupils with SEND and use monitoring, outcomes and pupil voice to identify and address remaining barriers	SLT, SENCO, Curriculum Leaders	By Summer 2027	Pupils with SEND successfully access an ambitious curriculum and make strong progress from their starting points	Annually

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Identify any physical barriers that may limit access or independence	Complete an accessibility walk/audit of the school environment, considering classrooms, entrances, toilets, circulation routes and outdoor areas, informed by the needs of current pupils	Headteacher, SENCO, Premises Team	Autumn 2026	Physical barriers are identified and reasonable adjustments/actions are prioritised Termly	Termly
Medium term	Improve accessibility and independence within indoor and outdoor learning environments	Act on priorities identified through the accessibility audit, making reasonable adaptations to the environment and considering accessibility when purchasing equipment or developing learning spaces	Headteacher, Premises Team, SENCO	Throughout 2026/27	Pupils with disabilities/SEND can move around and use school spaces with increased access and independence	Termly

Long term	Ensure physical accessibility is considered in future premises development	Embed accessibility into premises planning and review the impact of improvements, taking account of pupil, parent and staff feedback	Headteacher, Premises Team, Governors/Trust as appropriate	Ongoing	The school environment increasingly enables equitable access to learning, enrichment and wider school life.	Annually
------------------	--	--	--	---------	---	----------

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Ensure information is accessible to pupils and families with additional needs	Identify communication and information-access needs through discussion with pupils and families and provide information in appropriate formats where required	SENCO, Class Teachers, School Office	Autumn 2026 onwards	Pupils and families are able to access and understand key school information	Termly

Medium term	Ensure consistency in accessible communication across the school	Review key communications, including letters, emails, curriculum information and information for families, considering clarity, format and accessibility. Make reasonable adjustments where identified	Headteacher, SENCO, School Office	Throughout 2026/27	School information is clear, accessible and responsive to identified individual needs	Termly
Long term	Improve accessibility of the school's digital information	Review the accessibility of the school website and other digital information and address identified barriers where reasonably practicable	Headteacher, School Office / Trust support	By Summer 2027	Digital information is increasingly accessible to pupils and families, including those with disabilities	Annually