



Christ Church Hanham CE Primary School

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Accessibility Plan

Author/Person Responsible	<i>Headteacher</i>
Date of Ratification	<i>27th April 2026</i>
Review Group	<i>SLT</i>
Ratification Group	<i>Curriculum, Standards and Safeguarding</i>
Review Frequency	<i>Every three years</i>
Review Date	<i>By 30th June 2028</i>
Previous Amendments/Notes Review	New policy
Related Policies	Health and safety policy Equality information and objectives (public sector equality duty) statement for publication Special educational needs (SEND) policy and information report Supporting pupils with medical needs policy
Chair of SCS Committee Signature	<i>S. Richards</i>



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Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:		DATE:	
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Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)	None	None
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)	None	X
Gender reassignment	None	None
Marriage and civil partnership	None	None
Pregnancy and maternity	None	None
Race	None	X
Religion and belief (practices of worship, religious or cultural observance, including non-belief)	None	None
Gender identity	None	None
Sexual orientation	None	None

Any adverse impacts are explored in a Full Impact Assessment.



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Aims

According to the Equality Act 2010, schools must 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

To ensure all our pupils are treated fairly and respectfully, our school plan aims to provide access and opportunities for all pupils without any form of discrimination.

As a Church of England school, and in line with our vision, inclusion is at the core of our purpose. Every child is unique and should be enabled access to a rich and purposeful curriculum and school experience in order that they can grow and flourish as confident, self-assured and resilient young people who know their place in the world.

This plan is published on the school website, in accordance with the Public Sector Equality Duty. Paper copies are available upon request.

Our staff are trained in equality issues concerning the Equality Act 2010, including understanding disability issues.

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

This accessibility plan is covered under our school's complaints procedure, so any concerns regarding accessibility in school can be raised using this procedure.

Legislation and guidance

Our school's accessibility plan meets the requirements of Schedule 10 of the Equality Act 2010 and reflects our responsibilities under the Public Sector Equality Duty (PSED), as well as 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 with a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.



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Under the revised Special Educational Needs and Disability (SEND) Code of Practice (2024), schools must consider accessibility as part of the graduated approach to SEN support and statutory processes, including Education, Health and Care (EHC) plans. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions, such as asthma, diabetes, epilepsy and cancer.

Under the Equality Act 2010, schools are required to make **reasonable adjustments** for pupils with disabilities to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. Such adjustments may include amendments to the building, e.g. ramps or provision of additional aids such as larger font signage.

Arrangements for monitoring

This plan will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the Headteacher, SENCo and School Business Manager.

It will be approved by the Finance, Resources and Premises Group.

Other policy links

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

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



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Action plan

This action plan sets out the aims of our accessibility plan per the Equality Act 2010.

2025- 2026 to 2027- 2028

Aim	Objectives	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability	To increase the representation of SEND and diversity within curriculum resources.	Review core texts, assembly picture books and curriculum resources in terms of representation and diversity.	Subject leaders Worship leader	Ongoing
	To ensure that teaching is well matched to needs of all pupils	Develop staff understanding of adaptive teaching strategies to support pupils with gaps in prior knowledge/ barriers to learning. Develop the use of physical and visual resources in supporting pupils to learn well. Improve the use of scaffolding as a tool to support independence. Audit and review use of physical and visual resources in classrooms. Implement dual coding into modelling and instructional input to benefit all pupils.	HT/ DHT Subject leads	By July 2027 By July 2028



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	To implement an effective assessment and tracking tool for pupils who are unable to access standard assessments.	Implement PIVATs as key assessment tool for pupils with an EHCP and/or significantly off track Remodel provision and intervention linked to Section F within EHCPs so that pupils receive the right support to make progress.	DHT/ SENCo DHT/ SENCo	By July 2026 By July 2026
Improve and maintain access to the physical environment	To develop provision for SEND during extended school provision. To ensure the outdoor environment is accessible and inclusive for all.	Review provision on offer for wrap around care in terms of inclusivity. Incorporate whole school routines and regulation areas/ strategies into extended provision. Develop staff knowledge and understanding of supporting SEND and SEMH in extended school provision. RAG rate physical environment (indoors and outdoors) for accessibility to inform accessibility improvements and future classroom locations. Audit and review outdoor environment for inclusivity. Develop quiet spaces for pupils with SEND/ sensory needs.	TLR Inclusion HT/ SBM	By July 2026 By December 2026 Ongoing By January 2027 By July 2027 and ongoing



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Improve the delivery of information to pupils with a disability	To improve the accessibility of material on website and communications sent home to families.	Review website for accessibility and ease of use. Review whole school first language list and ensure office translate all communications for families. Pupil and Family Support Leader to meet all families with EAL and/or communication needs to understand how communication is best received.	SBM	By December 2026
	Continue to develop the use of visuals to support all pupils with regulation, learning and routines.	Audit and review use of physical and visual resources in classrooms. Implement dual coding into modelling and instructional input to benefit all pupils. Develop bank of whole school scripts and visuals for all school routines. Improve use of visuals/ scripts available in the outdoor environment to support pupils with regulation and/or SEND/ and/or communication needs.	Pupil and Family Support Leader	By July 2027 and ongoing.
			DHT Subject leads	By July 2027
			HT and SENCo	By July 2028



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