Chesham Bois CE School
Accessibility Policy and Plan

Our Core Christian Vision

As a Church of England School we place the child at the centre of all we do. We welcome children and families of all faiths and of none. Our work is motivated and inspired by our Core Christian Values which are lived out on a daily basis by children and adults in the school. We provide a caring, nurturing learning environment in which all children can achieve and grow together.

Our vision and values are deeply rooted in the bible and inspired by Matthew 19.14

“Let the little children come to me. Don’t stop them, because this kingdom of heaven belongs to children like these.”

Believing, Achieving and Caring Together

Members of staff responsible:

Headteacher

Inclusion Team

Governors

Date of policy: Summer 2024

Reviewed: Summer 2026

Review due: Summer 2028

Description of policy formation and consultation process:

We believe that policies should reflect the ethos and beliefs held by the whole school community, therefore a wide range of representatives were actively involved in the compilation of this policy. The people involved in this process are:

- Staff
- Governors

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.

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'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.

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.

Action plan

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES Short/ medium/ long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• Our school offers an adapted curriculum for all pupils that need it, staff will access Adaptive Teaching training via Bucks STS this year • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • 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	Short	Targets are set effectively with enough challenge / ambition and are appropriate for pupils with additional needs.	KH / SH	Termly in IPMs and support plans	Outcomes for children with SEND improve.
		Medium	Audit curriculum resources in Maths and English to consider needs of children with dyslexia / SpLD and where possible ensure 'worksheets' are in dyslexia friendly format.	SH / RG	By end of 2026-27	Pupil voice for children with dyslexia shows improvement.
		Short	Complete annual check on learning environment to ensure sensory needs are accommodated and the environment is not overstimulating for those with sensory needs / neuro-diversity. Remove barriers in this context.	KH / RG	Summer 2 - 2026-27	Sensory needs are effectively met may be veindet in attendance, pupil voice, lack of suspensions. Learning walks.
		Medium / Long	Consider the 'inclusion base' model to plan and prepare an allocated break-out / calming space to support children with SEMH / sensory / neurodiverse needs.	KH / ST /SW	Summer 2 2026-27	Delivery of inclusion base plan by end of academic year 2027.
		Medium	PE curriculum to incorporate HOLOS OT informed approach using in built assessment tools, alongside impact evaluation using named children in each year group.	GB / KH	Summer 2 2026-27	The number of children able to access the PE curriculum improved over academic year 2026-27.

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Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils and parents/carers as required. This includes: • Seating / orientation of whiteboards / screens in classes • Corridor width • Disabled toilets and changing facilities • Level access to playground	Medium	Update reception toileting facilities to include changing station to reflect changing needs (alongside planning for intimate care training).	ST / SW / BM / CC / KH	Summer 2 2026-27	Facilities are appropriate and adequate to meet needs of and protect dignity of next cohort.
Improve the delivery of information	Our school uses a range of communication methods with pupils and parents/carers to make sure information is accessible. This includes: • Printed materials (such as support plans) where needed for those without families access to devices • Communication at an individual level by phone / email/ in person for those that require additional support.	Long	Continue to ensure virtual meetings for parents' evenings which are available through a range of devices including phones.	ST / SW/ TJ		Evidence of effective communication in SEND survey.

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Offer additional support to meet the needs of young carers and their families	• Internal young carers group offering effective SEMH support for some of our vulnerable children without formal involvement of young carers. • Referrals and identification of some young carers in place. • Effective training of GB and CG in relation to supporting needs of YC within school. • Staff know who young carers are at CBS • Young carers can identify adults they can talk to • Young carers report they feel they are supported at school.	Medium	Continue to sensitively identify and deploy additional support to meet the needs of young carers and their families including; Termly and systematic review of current vulnerable / YC and audit of need across the school. Build effective professional relationships with new YC provider (Mobilise Online) in Buckinghamshire and understand how their serbice is delivered and impact on families. Consideration for which families with complex needs would benefit most from additional access to after school clubs in lines with ODBST inclusion funding.	ST/ CG/ KH CG ST / KH	Spring 2 2026-27 Termly By end academic year 2026-27 By end of academic year 2026-27	Completed YC strategy document with termly review dates agreed. Completion of termly reviews within the inclusion team. Effective support for children with SEMH needs measured by known list of internal / external vulnerable children categories. Evidence that young carers experience fewer avoidable barriers to learning, and fully participate in clubs, trips and enrichment.

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 governing committee and the headteacher in consultation with the Inclusion Team.

It will be approved by the governing committee.

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

- Health and safety policy
- Equality and diversity policy
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical needs policy