



2025- 2026



**Together we learn, together  
we grow, together we flourish**

# **Accessibility Policy**

**Christ Church CE Primary School**



**'Some seeds fell on good earth and produced a  
harvest beyond wildest dreams.'**

**Matthew 13:8**

## **Our School Vision**

Life at Christ Church is underpinned by the Christian values of **community, respect** and **stewardship** which helps us to all:

### **Learn by;**

- Feeling and being safe and happy in our school and its grounds
- Developing a love of learning
- Enjoying a rich, broad and balanced curriculum
- Challenging ourselves to be the best we can be
- Being supported to be mentally well
- Ensuring ethics, morals and values underpin school life
- Having a culture of high expectations and excellence.
- Welcoming parents and carers as partners in children's learning.
- Having a close relationship with our Church and strong links with our community.
- Taking pride in our grounds and learning environment.
- Learning from each other and sharing best practice.
- Developing the knowledge, skills and understanding needed to equip us for the next stage in life
- Understanding and learning how to be a good citizen.

### **Grow by;**

- Understanding and celebrating diversity
- Developing our spiritual, moral and cultural awareness
- Improving and innovating through continual self-reflection
- Making the most of opportunities
- Taking pride in and celebrating our achievements and those of others

### **Flourish by;**

- Getting involved in local, national and global issues
- Experiencing exciting and enjoyable wider experiences
- Becoming caretakers of the world.

Together we learn – Together we grow – Together we flourish

**'Some seeds fell on good earth and produced a harvest beyond wildest dreams.'**

**Matthew 13:8**

1. Aims.....	2
2. Legislation and guidance .....	2
3. Action plan .....	4
4. Monitoring arrangements .....	10
5. Links with other policies.....	10

---

## **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 fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The school’s approach to equality, diversity and inclusion is set out in our PSED (Public Sector Equality Duty) and Equality Objectives document which can be found on our website.

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.

This plan aligns with the approach taken by Wiltshire Council.

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, including staff and governors.

## **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

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

### Strand 1: Increase access to the curriculum for pupils with a disability.

Intent 1: To ensure curriculum adaptations are in place for children with a disability or specific learning need.

Implementation	Resources Needed	Budget	By Who	2025/26	2026/27	2027/28	Milestones/success criteria
1.1 Increase access to the curriculum for pupils with a disability.	Staff meeting time Subject leader time External agency support in specific areas – vision, hearing and neurodiversity.	SEND	JR (SENDCo) Vision and hearing team SLT	Curriculum development discussions with SLT and whole staff to ensure accessibility. OPAL documents shared with staff.	Monitoring of curriculum implementation.	Consolidate and review	Curriculum delivery in all classes will ensure accessibility for all children with SEND.
1.2 Special events will be accessible to all.	Adaptations to whole school events for example, sports day, theme days and end of term celebrations. Communication with parents.	SEND	JR (SENDCo) Vision and hearing team	Liaise with parents and specialists. Consider events taking place across the year as SLT and how these can be made more accessible.	Thorough handover year to year between staff  Consolidate and review	Consolidate and review	Children with a disability are considered in the planning of special events. Advice from specialists is sought when needed. All staff have an understanding of the adaptations which could or need to be in place

**Intent 2: To ensure all classrooms are dyslexia friendly.**

	<b>Implementation</b>	<b>Resources Needed</b>	<b>Cost/Budget</b>	<b>By Who</b>	<b>2025/26</b>	<b>2026/27</b>	<b>2027/28</b>	<b>Milestones/success criteria</b>
<b>2.1</b>	Deepen teachers and teaching assistants' knowledge of the presentation of dyslexia.	Wiltshire SSENS training	SEND budget	JR (SENDCo) Wiltshire SSENS	Term 1 – all teachers to contribute to dyslexia audit. Term 6 dyslexia friendly provision share with parents	Ensure consistency in dyslexia friendly practice across the school.  Further training as required.	Continue to embed and monitor good practice.	All teaching and teaching support staff can identify traits of dyslexia and know adaptations which can be put in place to support.
<b>2.2</b>	Further implementation of strategies that support children with dyslexia.	Wiltshire SSENS – share strategies shared during solution surgeries.  BDA	SEND budget	JR (SENDCo) Teachers	Ongoing throughout the year.	Classroom set up consistent across all year groups in terms of appropriate dyslexia offer.	To consolidate good practice and ensure consistency. Training for any new staff.	Classrooms reflect best practice to support learners with dyslexia.

**Strand 2: Improving the physical environment for children and visitors with a disability.**

**Intent 1: Ensure site enables independence for children and visitors with a visual or hearing impairment.**

	<b>Implementation</b>	<b>Resources Needed</b>	<b>Cost/Budget</b>	<b>By Who</b>	<b>2025/26</b>	<b>2026/27</b>	<b>2027/28</b>	<b>Milestones/success criteria</b>
<b>1.1</b>	Maintenance of site ensuring yellow lines on all edges to support pupils, staff and visitors who have a visual impairment.	Yellow paint Yellow lines on steps re-painted as required Radio aid training Regular visits from hearing and vision team	Premises	JD (SBM) NH (caretaker)	To be reviewed.	Maintain	Maintain	All necessary edges and steps will be highlighted with yellow paint to ensure a higher level of visibility for pupils, staff and visitors who may have a visual impairment.
<b>1.2</b>	Ensure appropriate signage around school is clear and accessible to all.	Appropriate signage to support all pupils, staff and visitors.	Premises	JD (SBM) NH (caretaker)	Review	Maintain	Maintain	All signage will be accessible for all pupils, staff and visitors who may have a visual impairment or specific learning difficulty.

**Strand 3: Improving the delivery of information to pupils with special educational needs and/or disabilities.**

**Intent 1: Have a consistent approach to icons/images across the school.**

	<b>Implementation</b>	<b>Resources Needed</b>	<b>Cost/Budget</b>	<b>By Who</b>	<b>2025/26</b>	<b>2026/27</b>	<b>2027/28</b>	<b>Milestones/success criteria</b>
--	-----------------------	-------------------------	--------------------	---------------	----------------	----------------	----------------	------------------------------------

1.1	All classrooms use consistent imagery to support delivery of information to pupils with a disability so it can be accessed independently.	Widgit	SEND	JR(SENDCo) Teachers TAs	Review	Maintain	Maintain	WIDGIT symbols will be used consistently throughout the school.
-----	---	--------	------	-------------------------------	--------	----------	----------	---

### **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 SWI committee and the headteacher.

It will be approved by the governing body.

### **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 (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy