



Accessibility Policy

Chalfont St Peter CE Academy

Approved by:

Curriculum and Ethos
Committee

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Next review due by:

March 2027

Chalfont St Peter Church of England Academy **Accessibility Policy**

Aims

Chalfont St Peter Church of England Academy is an inclusive school and our values reflect our commitment to a school where there are high expectations for everyone.

We aim to treat all pupils fairly and with respect, and this involves providing access and opportunities for all pupils without discrimination of any kind. Everyone in our school is important and included. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to.

We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

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

Chalfont St Peter Church of England Academy is committed to reducing barriers to learning and assessment and improving the access to inclusive education of all learners with special needs or disabilities. All members of the school community will be treated with dignity and respect and their individual needs will be accounted for.

Principles

Compliance with the Equality Act 2010 is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy.

The school recognises its duty under Equality Act 2010

- not to discriminate against pupils with disabilities in their admissions and exclusions, and provision of education and associated services;
- not to treat pupils with disabilities less favourably;
- to take reasonable steps to avoid putting pupils with disabilities at a substantial disadvantage;
- to publish an Accessibility Plan.

The school recognises and values parents' knowledge of the disability of their child and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, adapted and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

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.

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Sally Valentine

