

## Chalfont St Peter Church of England Academy Accessibility Plan 2026-2029

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs. Provision may include: Liaison with specialists, CPD for staff, adaptations to the curriculum, specialist resources to support learning and access to the curriculum and access arrangements in place for statutory testing.

<b>Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.</b>				
<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To review policies to ensure that they reflect inclusive practice and procedures.	To comply with the Education Act 2010	Ongoing	SLT Governors Subject Leaders	All policies being developed clearly reflect inclusive practice and procedure.
To establish and maintain close liaison with parents.	To ensure collaboration and information sharing between school and families.	Ongoing	SLT All teaching staff.	Clear collaborative working approaches through regular meetings and Provision map reviews.
To establish and maintain close liaison with outside agencies for pupils with additional needs	To ensure collaboration between all key personnel.	Ongoing	SLT/SENDCo, all teaching staff and outside professionals	Clear collaborative working approaches through regular meetings, provision reviews and Annual reviews
To increase staff awareness of different types of SEN/ disabilities and the best way to support children with these needs.	To further improve the Universal Provision staff knowledge. To provide CPD to all teaching staff and Learning Support staff to include- Supporting	Ongoing	SENDCo	All staff are confident in their ability to support children with a variety of needs. To continue to develop whole school provision in the classroom so that the needs of all students are fully met.

	Emotional Regulation, creating Sensory Friendly classrooms, creating Communication Friendly classrooms.			
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extra-curricular provision	Create personalised risk assessments and access plans for individual children when appropriate. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are confident in carrying them out.	Ongoing	SLT, SENDCo, teaching staff	Evidence that appropriate considerations and reasonable adjustments have been made.
To use specialised equipment to benefit individual pupils and staff	Laptops/Chromebooks for pupils with specific recording difficulty. Specific training in keyboard skills through Touch type Programme. Chromebooks/Sloping boards for pupils with handwriting problems or physical disability. Coloured overlays for pupils with visual difficulty.	Ongoing	SLT, SENDCo, teaching staff	Increased access to the Curriculum. The needs of all learners are fully met.

	<p>Specially shaped pencils and pens for pupils with grip difficulty.</p> <p>Disco sit cushions and weighted lap pads for children with proprioceptive difficulties.</p>			
<p>Improve the quality of provision for children who need support for their emotional needs.</p>	<p>Provide Nurture room (The Nest) where children who struggle with regulation or anxiety can receive supervision appropriate to their needs.</p> <p>To provide Nurture groups for children who need support to manage emotional and social needs.</p> <p>To provide Play Therapy to support children's emotional needs.</p>	<p>Ongoing</p>	<p>SLT, SENDCo, Nurture trained staff, Play Therapist.</p>	<p>The school experience is enhanced for children with emotional needs.</p>

**Aim 2: To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.**

Targets	Strategies	Timescale	Responsibilities	Success Criteria
<p>Improve the physical school environment</p>	<p>The school will take account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings</p>	<p>Ongoing</p>	<p>SLT, site manager and governors</p>	<p>Evidence that appropriate considerations have been made wherever physical school improvements are carried out.</p>
<p>Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs</p>	<p>Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.</p>	<p>Ongoing</p>	<p>SLT, SENDCo, all teaching staff and site manager</p>	<p>As full as possible inclusion for all pupils. Safe evacuation in an emergency</p>

**Aim 3: Improve the delivery of information to pupils, staff, parents/carers and other members of the school community**

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve the delivery of information to pupils with a disability	Ensure the efficient use of visual resources. To use a variety of real objects/photos/symbols to support children at their different levels of communicative need. Social Stories to be used as necessary to aid children's transitions and as required at other times	Ongoing	SENDCo, teaching staff	Staff can prepare high quality visuals Pupils will be supported in their language development. Pupils will be supported during times of change.
To enable improved access to written information for pupils, parents and visitors.	Create and offer information in alternative formats. Access arrangements are considered and put into place for statutory testing	Ongoing	SLT, SENDCo, teaching staff	Evidence that appropriate considerations and reasonable adjustments have been made
To ensure the availability of written material in alternative formats when appropriate.	Applications made for amendments to test materials when appropriate. Worksheets and text enlarged when appropriate. Coloured paper and overlays used when appropriate.	Ongoing	SLT, SENDCo, teaching staff	Written information available in alternative formats to support access for SEND pupils.
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education	Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible	Ongoing	SLT, SENDCo, teaching staff	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education

