

Hawridge and Cholesbury CE School



Accessibility Plan

Date: May 2026

Adopted by the governing body on 16th July 2026
Next review date: July 2029

Accessibility Plan

Hawridge and Cholesbury CE School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning and improve the access to inclusive education, allowing all pupils to grow, flourish, 'have life and...have it more abundantly' (John 10:10 KLV).

Hawridge and Cholesbury CE School has adopted this accessibility plan in line with the school's Special Educational Needs and Disabilities (SEND) policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Purpose of the Plan

The purpose of this plan is to show how Hawridge and Cholesbury CE School intends, over time, to increase the accessibility of our school for disabled pupils.

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools.

The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headteacher.

Definition of Disability

Definition of a disability taken from SEND Code of Practice (2015):

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or

young person requires special educational provision they will also be covered by the SEN definition.

What will the Accessibility Plan do?

1. The Accessibility Plan is structured to complement and support the school's Equalities Policy and the SEND Policy, both of which can be accessed via our website.

2. Hawridge and Cholesbury CE School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their age, educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

3. The Hawridge and Cholesbury School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:

- increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as prepared for life as are the non-disabled pupils. This encompasses teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

4. Whole school training will recognise the need to continue raising awareness of equality issues for staff and governors to comply fully with the Equality Act 2010.

5. This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy,
- Equalities Policy
- Health & Safety Policy,
- SEND Policy

- School Development Plan

6. The Accessibility Plan will be published on the school website.

7. The Accessibility Plan will be monitored by the SEND governor and reported to the Full Governing Body.

8. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.



Hawridge and Cholesbury CE School Accessibility Plan 2026-2029

Increase access to the curriculum for pupils with a disability				
Actions	Strategies	Timescale	Who	Outcomes
To liaise with nursery providers to identify the needs of learners in the new intake for September.	• EYFS teacher to visit nursery providers in the summer term to identify the needs of the new upcoming cohort • SENDCo/ SLT/ class teacher to review provision.	July 2026 and annually	HT EYFS teacher SENDCO	• Appropriate provision is in place for learners when they start at H&C.
To ensure all staff continue to have necessary training to identify, support and teach all learners.	• Attend appropriate training as required to meet the needs of the cohort. • Use outreach provision from external agencies where appropriate. • Ongoing guidance from specialists. • Online resources for CPD shared with staff.	Ongoing	HT SENDCO Class teachers Support staff	• Staff training records in place and maintained • Increased access to the curriculum for all learners (staff make effective reasonable adjustments to tasks and plan effective access arrangements for testing where appropriate) • The needs of all learners are met • All learners make progress from their starting point.
To ensure effective use of resources & specialised equipment to increase access to the curriculum for all learners	• Strategic deployment of SEND resources. • Purchase and allocate other resources needed. For example, sloping boards, wobble cushions, reading rulers, coloured exercise books / overlays, pencil grips. • Ensure specialist equipment is acquired if needed and maintained. Seek advice if needed. • Investigate hardware, software and apps that will benefit learners.	Ongoing	HT SENDCO Subject leaders Class teachers	• Comprehensive list of SEND resources available • All learners make progress from their starting point. • Increased access to the curriculum for all learners (staff make effective reasonable adjustments to tasks and plan effective access arrangements for testing where appropriate) • The needs of all learners are

				met
To ensure effective adaptations are made to the curriculum to meet the needs of all learners.	• Review learners with SEND access to the curriculum within class sessions. • Observations to be carried out within the class to ensure children can access teaching and tasks set and to ensure they have access to equipment and adapted resources where needed. • Seek advice from external specialists e.g. SALT, OT, inclusion specialist teachers and implement recommended strategies, support and equipment. • Ongoing monitoring from SENDCO	Ongoing	HT SENDCO Subject leaders Class teachers Support staff	• Increased access to the curriculum for all learners (staff make effective reasonable adjustments to tasks and plan effective access arrangements for testing where appropriate) • The needs of all learners are met • All learners make progress from their starting point.
To ensure reasonable adjustments of whole school events, early birds and after school clubs are made to enable the inclusive participation of all learners.	• Providers comply with all legal requirements. • Ensure whole school events can be adapted to include all learners. • Effective use of resources & specialised equipment to increase access to the curriculum for all learners	Ongoing	HT SENDCO Club providers Wrap around care leaders	• Increased access to the extra-curricular activities for all learners.

Improve and maintain the physical environment of the school				
Actions	Strategies	Timescale	Who	Outcomes
To continue to maintain safe access around exterior of school	Regular inspection of external paths, surfaces, gates, doors and ramps to identify areas that may require attention.	Ongoing	HT School Business Manager H&S governor Cleaner	• Externally, the premises are safe and accessible to the whole school community.
To continue to maintain safe access around the interior of the school	Regular inspection of flooring, doors, ramps, furniture and layout to identify areas that may need attention.	Ongoing	HT School Business Manager H&S governor Cleaner	• Internally, the premises are safe and accessible to the whole school community.

To continue to maintain provision of wheelchair accessible toilet.	• Regular inspection of changing table, emergency pull cord and lighting. • Regular cleaning and emptying of bins.	Ongoing	HT School Business Manager H&S governor Cleaner	• Accessible toilet available for all learners, staff and visitors
To continue to ensure classrooms are organised to promote the participation and independence of all learners	• Review and implement preferred layout of furniture and equipment to support the learning of all, with particular emphasis on disabled learners. • Ongoing monitoring from SENDCO	Ongoing	HT SENDCO Class teachers Support staff	• All learners have access to a range of resources to support their learning. • Classroom environments are set up to meet the needs of all learners, thus maximising learning time.

Improve the delivery of written information to pupils, staff, parents and visitors with disabilities				
Actions	Strategies	Timescale	Who	Outcomes
To continue to provide written material for learners in alternative formats when needed	• Reduced/ simplified amounts of text • Use of larger font size • Use of coloured paper or overlays • Use of a reader • Use of pictorial or symbolic representations	Ongoing	HT SENDCO Class teachers Support staff	• All learners are able to access documentation/ tasks
To continue to provide written material in alternative formats for parents/ carers when needed	• Reduced/ simplified amounts of text • Use of larger font size • Translated documents • Audio formats • Use of a reader • Documentation sent electronically and available for collection in person	Ongoing	HT SENDCO Office staff Class teachers Support staff	• All parent/carers will be up to date and well informed of school information