



Accessibility Plan 2026-2028

Introduction

The Disability Discrimination Act 1995 was extended to include education by the SEN and Disability Act 2001 (SENDA). The board of Governors of Church Vale Primary School recognises the following duties that this places upon them;

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to make reasonable adjustments to the school buildings, recognising that Grade 1 listed status imposes its own limitations, so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.

The planning duties of the DDA makes three requirements of the Governing body

- To increase the extent to which disabled pupils can participate in the school curriculum
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Schools are required to resource, implement and review their accessibility plan as necessary. This plan will be monitored and evaluated by the General Purposes Committee of the board of governors. The plan attached sets out the Governors' proposals for increasing access to education for disabled pupils.

Disability and Church Vale Primary School

'A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities' – the DDA definition of disability

Church Vale Primary School's policy on equal opportunities and disability is to ensure that there is no discrimination against any sub-group within its community, be it because of sex, religion, race, colour or disability. With this in mind the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without a disability. Meeting these requirements is consistent with the school's Learning Difficulties and Disabilities Policy as well as Equal Opportunities Policy.

Access to this plan:

This plan will be made available upon request to any current parent or prospective parent who requests it. We will also hand this plan to any parent of a disabled child who makes an enquiry about a place for their child at the school. This plan will also be made available to any member of staff or applicant for a post at the school who requests it.

This plan will be shared with Senior Management and will inform relevant aspects of the school's development plan.

This plan will be made available to Ofsted and ISI inspectors upon request.

Supporting Policies:

Equality Policy

Curriculum Policies

Anti-bullying

Educational Visits

SEND policy

Previous Adaptations made to the school;

- Included a shower room
- Including ramp access to the school
- Providing wheelchair friendly door frames
- Handrails fitted to the disabled toilet
- Installing electronic white boards in teaching rooms – it is recognised that children with Learning Difficulties and problems with their sight or are partially sighted find it easier to learn when an electronic white board is used.
- Staff within the school trained so that children with medical needs could gain access to the education, eg diabetes, epilepsy, celiac.
- Provision of a disabled parking bay
- Provided steps to enable children to reach sinks/boards comfortably
- Changing facilities in foundation unit
- Staff trained in PEEPS
- Signs and symbols training by TA's
- Clicker 6 training
- Liaison with Fountaindale/ ST Giles and Yeoman Park special schools
- Understanding autism training from the AET
- Interception training
- Emotional regulation training
- Trauma informed training

- Forest schools Level 3
- New toilet block with disabled toilet access improved
- Doors widened to allow better disabled access
- Handles on the playground stairs
- Ramps on exits and entries

Access plan 2026 - 2028	Inclusion	Aim: To make reasonable adjustments to remove barriers to learning and ensure that disabled staff, pupils, parents and visitors are not at any disadvantage.
Priorities for development	Ensure all staff are aware of the children who suffer with SEMH needs and how to support them and to seek further help Understanding autism provision/interoception and inclusion strategies around school and within curriculum areas Understanding emotional regulation through emotion coaching/ zones of regulation Understanding adaptations throughout the curriculum to ensure equity through inclusion	
Success criteria	Actions addressed and resources in place. Increased staff awareness and improved provision. Children with autism will be catered for and pupil voice will say that they are happy in school Children will be able to self-regulate Staff will know when and where to refer for further support Teaching and learning will be accessible for all because of the adaptations in practice	
Evaluation methods	Evaluation by Head teacher, SENCO and SEN Governor	

Area	Task	Linked to school aims	Lead Personnel	Resources	Time line	Monitoring
------	------	-----------------------	----------------	-----------	-----------	------------

Access to communication	The school continues to use the MHST team for training, delivery to classes and referrals for onward work.	PHSRE curriculum links	SENCO Mental health lead	MHST team Staff Meetings and twilight sessions 2 days cover SENCO (See CPD file)	Ongoing (Long Term) Spring ongoing (Short Term)	Head Teacher SEN Governor SEND report to governors
Access to curriculum	School will continue to seek advice from special schools/ SIS as and when necessary. PE Advice on opportunities for specific named children Access to sports competitions for disabled or special needs children through the Mansfield partnership. Assemblies and workshops organised to increase awareness of pupils.	September ongoing LA Sports leader SLT	SENCO Sports leader Sports leader Websites	Funding from SIS PDSS (See Inclusive Strategies for P E & Sport Folder) PDSS (See Inclusive Strategies for P E & Sport Folder) Lap tops and iPads in classroom support learning	Whenever needs are identified Ongoing (Medium Term) ongoing	SENCO Head teacher Annual reports to governors. SENCO & Parent

	More developed disability awareness amongst staff. Use of IT to support children at risk of Dyslexia and dyscalculia to support SEN children Coloured overlays or coloured paper used as appropriate with dyslexic children	SLT ICT curriculum leader SENco	ICT coordinator SENco	Funding curriculum allocations as a priority (See cost code funding) Resources - SEN budget allocation Resources - SEN budget allocation	from 2026 Onwards Ongoing	Review weekly/monthly SEN Governor Report to Committee
Access to buildings	Maintain current standards and review/make adjustments where necessary Rails/steps and other equipment to aid children with mobility issues To continue to liaise with SIS and LA around adaptations that need completing for children in school	HT HT SENCo HT/NCC	Site manager Fountaindale	H and S review Budget -review of needs of children Property	Yearly Yearly Ongoing	SEN Governor SENco HT

Access to curriculum	Review curriculum plans to consider any adaptations Consider in the planning stage the locations and accessibility of any trips, enrichment activities to ensure equality and appropriateness. Monitor the impact of the curriculum and teaching and learning on the progress of all children.	Curriculum lead All curriculum areas All curriculum areas	Curriculum lead All teachers SLT	Curriculum review time PPA SLT time	Curriculum leadership time PPA time SLT	Governors report Monitoring reports Monitoring reports
----------------------	---	--	---	--	--	---