

Cheadle Primary School



Accessibility Plan

2025 - 2028

1. Vision and Commitment

Cheadle Primary School is committed to providing an inclusive environment where all pupils, staff, parents, and visitors—regardless of disability—are able to participate fully in school life.

We aim to:

- Remove barriers to learning and participation
- Provide equal access to the curriculum
- Improve the physical environment
- Enhance access to information
- Promote dignity, independence, and inclusion

2. Definition of Disability

The school recognises disability as defined in relevant equality legislation. This includes physical, sensory, cognitive, neurodivergent, medical, and mental health conditions that have a substantial and long-term adverse effect on day-to-day activities.

3. Aims of the Accessibility Plan

The plan addresses three key areas:

1. Increase access to the curriculum
2. Improve the physical environment
3. Improve access to information

4. Current Good Practice

The school already:

- Provides differentiated teaching strategies
- Implements Education, Health, and Care Plan (EHCPs) or equivalent support plans
- Uses assistive technology where appropriate
- Has ramp access to main entrances
- Provides accessible toilet facilities
- Works closely with external agencies (e.g., educational psychologists, occupational therapists)

5. Action Plan

A. Access to the Curriculum

Objective	Action	Responsibility	Timescale	Success Criteria
Improve staff confidence in supporting SEND pupils	Annual CPD training on inclusive practice – SIP driver focus	Headteacher / SENDCo / AHT	Ongoing	Staff report increased confidence; improved pupil outcomes
Improve adaptations in lessons	Develop inclusive planning templates	SENDCo / AHT	2025/26	Lesson observations show inclusive practice

Increase use of assistive technology	Use appropriate technologies and equipment as recommended by supporting professionals to enhance curriculum provision and access Ensure that equipment is available and software is installed as and when needed	SENDCo Subject lead for Computing Staffs Tech - IT technician	2026/27	Pupils will have access to relevant technologies and software to support their learning and social emotional needs. Various technologies will be appropriately used to enhance curriculum access and meet individual needs
Promote inclusive extracurricular activities	Review clubs and school trips for accessibility. Complete specific risk assessments for individual children before the visit. Ensure sufficient adult/pupil ratios and implement risk minimising actions. Contact venue to ensure access. Organise coaches with disability accessibility.	SLT Visit Leaders	Ongoing	All pupils able to participate
To improve provision for pupils with English as an additional language; particularly those new to school arrivals who are at the very earliest stages of English acquisition.	Identify the child's home language and engage in dialogue with parents/friends. Assess the current stage of language acquisition and individual current ability to speak English at this initial stage. Introduce new children to a class buddy/peer mentor who will	HT / AHT SENDCO Class Teachers Class Teachers	Prior to entry Upon entry to school Upon entry to school	Pupils new to the school will feel welcomed and valued. Planned interventions will support their acquisition of spoken English and pupil's participation within lessons will increase, as will their social interaction. Their understanding and use of spoken English will show

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	support them, play with them on the yards etc. Plan and deliver targeted interventions to strengthen oral understanding and use of spoken English, focusing on: - Language structures - Conceptual language - Essential 'topic' vocabulary shared/ picture clues / Knowledge Organisers and some pre-teaching of vocabulary to enhance curriculum access Monitor progress and plan next steps using the plan - do, review approach. Encourage our EAL pupils to share their home language when engaging in learning; supporting adults to show a keen interest in this and use translating technology apps to aid the development of knowledge Utilise technology to aid the acquisition of key	Class teacher to assign a Class Buddy/Peer Mentor LSA to support Class teachers	Ongoing	good progress and they will make steady progress in their understanding of texts read and in the development of their writing skills. Pupils will interact well with their peers and will feel secure to converse freely and openly with others, offering ideas and opinions within class as well as in social contexts. Parents will feel welcomed to CPS – links to other families to avoid isolation Review progress with individual children's ability to communicate effectively – use of Boxalls and also comprehension and activities that assess vocabulary acquisition and correct application. I-pads supporting used effectively to support children's ongoing understanding and confidence.
			Ongoing	
		Class teachers and LSAs	Ongoing	
		SENDCO Class Teachers	As appropriate	
		All staff		

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	English vocabulary when children can access this through a secure knowledge of their home language. Gain support from MEAS.			
To ensure that the P.E. curriculum is accessible for all children	Monitoring individual needs and making reasonable adjustments in terms of resources/content/ activity in order to support inclusion. Assess need for any specialist support/equipment as required. Access to high quality provision – GET SET 4 PE has inclusive activities and adaptations	SENDCo PE Subject Co-Ordinator Swimming Staff – Moorlands Leisure centre	Ongoing	All pupils will have access to P.E. alongside their peers and will be supported to achieve their personal best. Pupils will enjoy P.E. and will feel safe and suitably supported/included
To provide access to appropriate sensory support for individuals, in order to support their emotional needs and maintain curriculum/ lunchtime/ playtime access	Locate an area within classes alongside The Treehouse for children to use as a location for a sensory area based on needs. Develop calming/ appealing sensory spaces that can be accessed by identified pupils as and when required. Ensure that the Treehouse is monitored at breaks and lunchtimes.	SENDCO Class Teachers LSAs	Ongoing	Pupils with sensory needs will be supported. They will be able to access either the Treehouse or the identified working spaces within classrooms, with an adult to reduce sensory overload, calm their behaviours and to allow them the time and support to be able to return to classroom activities

To provide 'chill out' areas/stations around school that children struggling to manage their emotions /behaviour can access as a means of self-regulation	Locate areas around school where chill out zones can be used and developed for those with Plans for Success. Peer Mentors / ELSA/LSA's	Mental health Lead / SENDCo leading all staff Peer Mentor Lead PB - ELSA	2025/26	Children will be able to be empowered to take 'time out' to regulate their own behaviour, which will support the maintenance of a calm, peaceful learning environment for all. This will enable individual children to return to classroom activities, ready to focus on their own learning
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B. Physical Environment

Objective	Action	Responsibility	Timescale	Success Criteria
Improve physical access	Install handrails where needed. Ensure corridors are clear to ensure wheelchair access. Any building/redevelopment works will ensure that the space created is accessible to all. Hoist available to assist with toileting and personal care.	Site Manager	Ongoing	Safe independent movement
Improve signage	Add high-contrast and tactile signage	Site Manager	2027/28	Easier navigation for visually impaired users
Improve acoustics	Assess classrooms and add sound-absorbing materials	SLT	2027/28	Improved listening environment
Emergency evacuation accessibility	Review individual risk assessments. Ensure that all fire exits are kept clear at all times.	SENDCo Site Manager/all staff	Annual	All pupils with physical needs will have an individual risk assessment

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C. Access to Information

Objective	Action	Responsibility	Timescale	Success Criteria
Provide accessible communication and availability of written materials in alternative formats and languages	Offer letters in large print or digital format and in different languages. School will make itself aware of services available for converting written information into alternative formats and languages. School will promote availability of information via the School website.	SLT Admin team SENDCO Link staff for EAL within the LA	As and when requested via the main school office	Parents report improved accessibility. School will provide alternative formats/ languages when requested, within a reasonable time frame. Parents/carers who have a disability and whose first language is not English will feel well-informed.
Improve website accessibility	Audit website for accessibility compliance	HT	2025/26	Website meets accessibility standards
To adapt lesson resources to ensure accessibility for pupils with visual/hearing impairment.	Advice from specialist teachers on alternative formats to support individual children. Use of IT software/headsets to produce customised materials appropriate to the needs of individual children.	SENDCo Office Manager EYFS Lead HT	Ongoing	Lesson materials will be appropriately adapted to meet the needs of individuals (e.g. enlarged print, braille formats, IWB accessibility, Headphones, ICT technology etc) and facilitate their inclusion within lessons. Specialist training to be sought where

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				required in order to meet the needs of any visual/hearing impaired children who are admitted to school.
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6. Monitoring and Evaluation

The Accessibility Plan will be:

- Reviewed annually by the Senior Leadership Team and Governors
- Updated based on pupil needs and stakeholder feedback
- Monitored through:
 - Parent surveys
 - Pupil voice
 - Learning walks
 - Accessibility audits

Progress will be reported to the Governing Body.

7. Roles and Responsibilities

- Governing Body: Approve and monitor the plan
- Headteacher: Oversee implementation
- SENDCo: Coordinate inclusive practices
- Site Manager: Implement physical adaptations
- All Staff: Promote inclusive classroom practice

8. Funding

Funding will be allocated from:

- School budget
- SEND funding allocations
- Capital improvement funds
- External grants where available

9. Linked Policies

This plan should be read alongside:

- Accessibility Policy
- SEND Policy
- Disability Equality Policy
- Health & Safety Policy
- Behaviour Policy
- Teaching and Learning Policy



CHEADLE PRIMARY SCHOOL – ACCESSIBILITY PLAN

Aspire, Believe, Achieve



10. Review Cycle

This plan will be reviewed every three years, or sooner if significant changes occur in legislation, school population, or premises.

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