

Cheadle Primary School



Accessibility Policy

2026/27

(Reviewed Sept 2026 – no changes)

Our Values

Resilience Excellence Self-Awareness Positivity Empathy Communication Teamwork

Introduction

At Cheadle Primary School we believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential.

Responsibilities

The Governors of the school are responsible for determining the content of the policy and the Headteacher for implementation.

Publication

This policy will be published on the school website.

Monitoring and evaluating

This policy will be monitored as part of the schools' monitoring and evaluation programme.

Inclusion and equality statement

Our school is an inclusive school. We aim to make all children feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all children to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other children. We acknowledge the need for high expectations and suitable targets for all children.

We actively encourage equity and equality through our work. No gender, race, creed, sexuality or ethnicity will be discriminated against. The school's Disability Equality Policy will be followed and the use of stereotypes under any of the above headings will always be challenged.

Statement of intent

This plan outlines the proposals of the governing body of Cheadle Primary School to maintain/increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

These include:

- Increasing the extent to which pupils with disabilities can participate in the school curriculum.
- Improving the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and services provided
- Improving information delivery to pupils with disabilities which is readily available to other pupils.

The above procedures have been delivered within a reasonable time and the plan is regularly monitored by the SENDCO and the Office and Attendance Manager to ensure we continue to meet the needs of the current/future cohort of pupils within school.

Amendments/additions are made as part of the consultation process with the parents/carers and pupil. The overarching aim is to ensure that we can fully meet the needs of all our pupils.

In the preparation of an accessibility strategy, Cheadle Primary School must have regard to the need to allocate adequate resources in the implementation of the strategy.

Our Accessibility Plan shows how access can be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure pupils with a disability are as equally prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in afterschool clubs, leisure and cultural activities or school visits - it also covers provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improve 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 handouts, timetables, textbooks and information about the school and school events; the information should be made available in preferred formats within a reasonable timeframe.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.
- The plan will be resourced, implemented, reviewed and revised in consultation with the:
 - Parents of pupils
 - Principal and other relevant members of staff
 - Governors
 - External partners