



Chenderit School

Aim High | Work Hard | Be Kind

Accessibility Policy and Plan

Reviewed: June 2026

Adopted by Governors: June 2026

Review Period: Triennial (3 Years)

Approval Body: Governing Body / Academy Trust

Statutory Framework: Equality Act 2010 (Schedule 10), Children and Families Act 2014, and SEND Code of Practice.

1. Introduction & Vision

Our school is committed to providing a fully accessible environment that values and includes all students, staff, parents, and visitors, regardless of their education, physical, sensory, social, spiritual, emotional, or vibratory needs. We are dedicated to challenging negative attitudes towards disability and to developing a culture of awareness, tolerance, and inclusion, echoing the guidance set out in the Council for Disabled Children (CDC) Handbook.

1.1 Statutory Context

Under the Equality Act 2010, this statutory document outlines our multi-year strategy to:

- **Increase access to the curriculum** for students with disabled needs or Special Educational Needs and Disabilities (SEND).
- **Improve the physical environment** of the school to increase the extent to which disabled students can take advantage of education and associated services.
- **Improve the delivery of information** to disabled students and families which is readily accessible to others.

2. Core Pillars of Accessibility

Following the CDC Handbook standards, our strategy is split into three distinct planning sections. Below is our operational action plan, incorporating our current institutional short, medium and long-term targets.

Pillar 1: Increasing Access to the Curriculum

The principal focus is ensuring that pedagogy, training, and emotional support networks remove hidden barriers to learning.

Target	Strategies & Actions	Intended Outcome	Timeframe
Providing access to a full and broad curriculum that allows all students to explore a variety of specialisms.	Maintain access to full curriculum across key stage 3 and 4, with full access to the arts, humanities, languages, sport and technology subjects. Ensure all/any interventions are carefully planned to reduce impact on curriculum time/lessons TAs/HLTAs will support students, under the direction of subject specialists, within lesson time. Students learn a range of inclusive sport and have inclusive sports equipment to utilise in PE lessons and at break and lunchtimes.	Students will access appropriate post-16/post- 18 destinations.	Short term (ongoing)

Ensure student needs are communicated clearly & transparently	Complete and regularly update one page profiles (OPP/ISP) Maintain open, transparent lines of communication with families. APDR meetings and parents' evenings for students on the SEND register Use Edulink as a tool to communicate needs and support strategies to teaching staff	Agreed, clear strategies to support student progress; increased learning access. Students and families are aware of student strengths and areas of development	Short Term (Ongoing) Reviewed throughout the year
Support students coping with high levels of dysregulation	Trained, specialist staff work within the Inclusion centre to support students who require access. Issue, monitor, and review reasonable adjustment cards Maintain quiet self-regulation spaces Manage outside agency referral lists. Sensory circuits	Heightened self-management of anxiety; tailored care arrangements in school.	Short Term (Ongoing)

Support teachers in identifying students with SEND	Develop and distribute robust staff training materials on core SEND categories. SEND referral system	Earlier identification of underlying learner needs	Medium Term (Ongoing)
Support teachers in adapting learning for SEND students	Deliver dedicated annual training to Trainees, ECTs, and new staff. Roll out comprehensive SEND teaching programmes (SIM/INSET) for all staff.	Improved educational, academic, and social outcomes for students with SEND.	Medium Term (Ongoing)

Pursue transparent referral systems for families & staff	Responsive to parental concerns Signposting to the local offer and areas of support Clear and accessible website	Institutional processes transparently understood by all stakeholders.	Medium Term (Ongoing)
Tailor external agency support for high-need profiles	• Coordinate targeted referrals to Educational Psychologists and Specialist Teachers via West Northants and Oxfordshire County Councils.	Reduction in school absence rates; highly individualised external support plans.	Long Term (Ongoing)

Provide learning continuity during medical absences	Explore appropriate pathways for students and refer to external agencies, where necessary.	Minimised gaps in learning caused by hospitalisation or long-term illness.	Long Term (Ongoing)
Provide a well qualified and specialist team of teaching assistants and higher level teaching assistants to support students in accessing the full curriculum.	Clearly defined roles and responsibilities for the TA team Ensure ongoing training and access to quality CPD for all TA's and HLTA's.	An empowered and effective TA team will reduce barriers to learning in lessons and through high quality interventions	Medium (on going)

Pillar 2: Improving the Physical Environment

This section details our physical environment strategy, directly derived from our latest **Access Audit Update**.

Measure Type Key: A = Auxiliary Aid | M = Management Solution | P = Project Required

Cost Bracket Key: 1 = Up to £1k | 2 = Up to £10k | 3 = Up to £50k | 4 = Above £50k

Area Assessed	Identified Barrier	Proposed Solution & Interim Steps	Priority	Type	Cost	Lead	Target
Accessible Parking	Access to increased disabled parking spaces is occasionally hindered by kerbs.	Maintain the designated primary disabled parking bay clearly within the main school car park layout. Explore opportunities for an additional ramp to support access from disabled parking bays	1	P	1	LA / Govs / Leadership	07/2027

Outside areas	External surface areas: Some areas and pathways around the school site are uneven which could result in a trip or fall Walls, pillars and potential hazards for visually impaired stakeholders	Despite significant capital works completed to improve layout of the entrance of the school. Ongoing maintenance programmes will focus on creating safe routes in and out of the building. In addition, the use of yellow markings will be used to improve visual cues and navigation around school site.	2	P	4	Governors / Leadership	12/2026
Uneven Door Levels	Minor structural thresholds present at select entrances to prevent environmental water penetration.	Alternative external doors are maintained and signposted for zero-step access; continuous localised adaptations applied where viable.	2	P	4	Site Manager (RFH)	03/2027

Topography / Play Areas	Some areas of the school are accessed via steep slope where original buildings join with new areas.	Identify alternative locations for fire drill procedures. Provide a range of options for PE/Sports to ensure indoor activities where possible.	2	P	3	Leadership/Governance	09/28
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Full access to all classrooms/teaching spaces	4 maths classrooms are currently upstairs.	All campus areas are step-free except upstairs Maths rooms. Management Solution: 4 of the 8 Maths rooms are ground floor; classes will be dynamically re-timetabled down if a user has access needs. Maintain high-visibility yellow warning strips and handrails.	2	P	3	Govs / Leadership / Site Manager	08/2026
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External Maintenance	Weathering/student traffic degradation of physical accessibility aids.	Scheduled surface coating of doors, window frames, external joinery, handrails, and painted safety indicators mapped into the School Investment Plan (SIP).	2	P	1	Site Manager (RFH)	08/2025
Internal Circulation	Poor colour/tone contrast between walls, structural boundaries, and classroom door frames.	Phased implementation of high-contrast painting schemes executed automatically during scheduled room redecorations and internal upgrades.	3	P/M	4	Site Manager (RFH)	03/2027

Pillar 3: Improving the Delivery of Information

In line with the Council for Disabled Children accessibility handbook recommendations, the school ensures that all communication is accessible, clear, and multi-modal:

- **Alternative Formats:** The school will provide alternative font, large print configurations, or digital formats via Google Workspace for students. Parents can request alternative formats of communication when they require visual or cognitive adjustments. This is requested via the admissions form.
- **Website Compliance:** Our public facing channels align with Web Content Accessibility Guidelines (WCAG) to ensure translation, screen-reader compatibility, and text-to-speech services operate flawlessly.
- **EduLink:** We use a central system to communicate messages, homework information and student progress.
- **KIT:** A weekly newsletter summarising the school news and events

3. Monitoring, Implementation, and Review

- **Financial Allocation:** The cost-scaling matrix (1–4) is reviewed annually alongside the capital expenditure allowances of the Local Authorities (West Northants and Oxfordshire County Councils).
- **Coordinated Care:** Site Management team hold a half termly site review to update assess weathering on external steps, audit training records and assess the safe accessibility of the site..
- **Evaluation:** The overall success of this plan is gauged by improvements in student progress outcomes, improved attendance rates, at least in line with peers, for students with an identified disability, and the smooth execution of the scheduled physical site renovations.