

# Chesterfield Primary School Accessibility Plan

2025/2026



Target	Strategies	Timeframe	Responsibility	Success Criteria
<b>Inclusive Teaching Strategies</b>	Use of neutral colours and appropriate fonts to support dyslexic and visually impaired pupils. Use Widgit online to improve learning resources and signs around the school by augmenting them with symbols. Use of scaffolds and supports so that students can access learning at their appropriate level.	On-going	SENDCo Class Teachers	Pupils can access the curriculum through adaptive teaching and learning provisions and interventions.
<b>Non-Verbal Communication</b>	Implement and regularly review Communication strategies (incl. Makaton) for all non-verbal pupils, particularly those in the SRPs, and for all pupils with limited communication.	Termly review	SRP Leads Class Teachers TAs	100% of staff working with non-verbal pupils are trained in Makaton.
<b>Autism SRP Curriculum Integration</b>	Develop and document a bespoke, sensory-informed, and highly visual curriculum approach within the KS1 and KS2 SRPs, focusing on social communication and independent living skills.	On-going; reviewed annually	SRP Leads, SENDCo, Headteacher, Governors	Pupils in the SRPs meet personalised targets in communication and independence (evidenced in IEP/EHCP reviews).
<b>Smooth Transition of all pupils with SEND</b>	Transition meetings are held to focus on the needs of the pupil, as well as an appropriate layout of the classroom environment to ensure accessibility. SENDCo meets with secondary SEND Leads. Use of the CPOMs system and transfer files as required. Individual transition plan written for all year 6 children on SEND register in readiness for secondary school.	Annually or when required	SENDCo, Class Teachers	Staff are equipped with a good understanding of pupils' needs prior to transition and are able to adapt the environment and resources accordingly.
<b>Clutter and Hazard Reduction</b>	Ensure classes, the hall, and corridors are tidy and clutter-free. Regular checks/Audits - Senior Leaders monitor and feedback to individuals.	Daily monitoring; Regular learning walks; Annual health and safety inspections.	Site Manager SLT H&S Lead	All areas will be tidy and the risk of tripping over clutter will be reduced, evidenced by audit scores and zero reported incidents.

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<b>Access for Wheelchair/Frame Users</b>	Ensure classrooms are available for pupils in corridors without steps. Ramps available when accessing the school building. Disabled toilet available. Support provided in the toilets for pupil with walking frame.	As necessary	Site Manager SBM H&S Lead	Easier access from the playground into the main building for wheelchair users and pupil with walking frame.
<b>Window Blinds/Light Control</b>	Regular checks that blinds are working on the windows where required to control light and glare.	Annually	Site Manager	Pupils can access the curriculum and are able to visibly see the Interactive whiteboard, reducing glare and sensory overload.
<b>Personal Care and Continence</b>	Clear intimate care protocols ensuring dignity, training, and confidentiality for incontinent pupils.	Training: Termly; Facilities: On-going	Site Manager School Nurse Headteacher	100% of staff involved in intimate care are trained and confident. All pupils requiring personal care are managed with dignity and documented effectively.
<b>Sensory Environment (SRP Focus)</b>	Audit and modify lighting and reduce auditory stimuli particularly near the KS1/KS2 SRPs.	Audit: Biannually; Implementation: Phased over 2 years.	SRP Leads Site Manager SLT	Documented reduction in sensory-related behaviour incidents reported within the SRPs and adjacent classrooms by 15% year-on-year.
<b>Improve Delivery to SEND Pupils</b>	Widgit online for communication methods to ensure information is accessible (dual coding, colourful semantics, class door/labels). Visual timetable and individual 'Now and Next' timetable. Individual Education Plans (IEPs) for all children with SEND.	On-going	SENDCo Class Teachers TAs	Good routines have been created whereby a variety of methods and resources are employed to ensure all pupils understand communication. 100% of SRP and EHCP pupils have a functional visual timetable in place.