Accessibility Policy
2025-2026

Friendship, Community, Faith

WHITLEY CHAPEL C OF E FIRST SCHOOL
Accessibility Policy

INTRODUCTION

'Friendship, Community, Faith'

Rationale:

Whitley Chapel C of E First School has a duty to ensure:

● that pupils with disabilities and learning needs can fully participate in the school curriculum
● the physical environment of the school supports and increases the extent to which disabled pupils are able to take advantage of all school services
● that physical and learning environments can be reasonably accessed by disabled pupils to meet their needs

Aims:

● To make every child feel welcome
● To value all pupils equally
● To have high expectations of all pupils and work to remove barriers to learning and participation

Broad Guidelines:

A disabled pupil can be discriminated against in two ways:

● By less favorable treatment
● By the School failing to make a 'reasonable adjustment'. Schools may be guilty of discrimination if they fail to take reasonable steps which lead to disabled pupils and prospective pupils being placed at a 'substantial disadvantage' compared to non-disabled pupils

The school will continue to review practice and use the expertise and support provided through the L.A.

Action Planning

● The school takes into account the need for accessibility when planning for individual pupils and adults within the building.
● LA funding and advice for major adjustments would be sought
● The SEND coordinator, and the Governor for SEND would be involved with particular improvements and monitoring.

Document Details
Last Ratification - June 2025
Next Ratification - June 2026

Appendix A   Identifying Barriers to Access - Curriculum

Question	Yes	No	Action/Comment
Can teachers and support staff receive training to teach and support disabled pupils?	✅		Where applicable. Advice on training and further support available through
Are classrooms optimally organised for disabled pupils?		✅	*Currently* meet all pupils' needs and L.A and Governors *aware* adaptations would be dealt with as relevant through planned work.
Do lessons provide opportunities for all pupils to achieve?	✅		
Are lessons responsive to pupil diversity?	✅		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✅		
Are all pupils encouraged to take part in music, drama and physical activities?	✅		
Do staff recognise and allow for the mental effort expended by able and disabled pupils, for example using alternative methods to communicate?	✅		
Do staff allow for the additional time required by some pupils to use equipment in practical work?	✅		
Do staff provide alternative ways of giving access to experience or understanding for pupils who cannot engage in particular activities, for example some forms of exercise in physical education, aspects of core curriculum?	✅		Adaptations for learning are used appropriately.
Is there access to appropriate computer technology for pupils with disabilities?	✅		Further support would be identified and requested for particular needs.
Are school visits made accessible to all pupils irrespective of attainment or impairment?	✅		Includes communication with parents as to their wishes and judgements about particular activities.
Are there high expectations of all pupils?	✅		
Do staff seek to remove all barriers to learning and participation?	✅		

Appendix B   Identifying Barriers to Access - Premises

Question	Action/Comment
Does the size and layout of areas – including all academic, play, classrooms, the hall/ dining area, library, indoor and outdoor facilities, playgrounds and rooms allow access for all pupils or members of staff?	Yes
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities?	We have identified areas which would need alteration relevant to specific learning disabilities should they arise.
Are pathways of travel around the site and parking arrangements safe, routes logical and well signed?	Yes
Are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	Yes – PEPs are all completed when needed
Are non-visual guides used, to assist people to use buildings e.g. tactile buttons?	Would be addressed if necessary
Could any of the decor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	No
Are areas to which pupils should have access well lit?	Yes
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	Yes, if we had any hearing impaired children we would consider this.
Is furniture and equipment selected, adjusted and located appropriately?	This is organised according to pupil need.
Is the equipment in the accessible toilet properly installed and accessible?	Yes