



“What we nurture today, flourishes tomorrow.”

“I am the vine, and you are the branches. Those who remain in me, and I in them, will bear much fruit; for you can do nothing without me.”

John 15

love | joy | peace | patience | kindness | goodness | faithfulness | gentleness | self-control

Christ Church Chorleywood C of E School Accessibility Plan

Date: November 2025

Review Date: November 2028

Lead Responsibility: Headteacher / SENDCo / Governing Body

1. Introduction

This Accessibility Plan for Christ Church Chorleywood C of E School has been developed in line with the *Equality Act 2010* and Hertfordshire's accessibility model.

It outlines how we will continue to improve access for pupils, staff, parents and visitors with disabilities by focusing on:

- Access to the curriculum
- Access to the physical environment
- Access to information

Christ Church Chorleywood C of E School is a single-storey site, which provides a strong foundation for physical accessibility. We remain committed to ensuring that every child can participate fully in school life, regardless of need or disadvantage.

2. Vision and Values

At Christ Church Chorleywood C of E School, we believe every child is capable of success. Our school vision statement “What —underpin our commitment to inclusion.

We work collaboratively with parents, professionals and pupils to ensure that every learner experiences high-quality teaching, meaningful support and equal access to opportunities.

3. Accessibility Plan

Increasing Access to the Curriculum

Aim: Ensure all pupils, including those with SEND, disabilities or medical needs, can access an ambitious, inclusive curriculum.

Current Strengths

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- Strong culture of adaptive teaching
- SENDCo provides support and coaching
- Visual support strategies used throughout the school
- Relational practice and strong pastoral focus
- Regular assessment to identify emerging needs

Planned Actions

Target	Action	Responsibility	Timescale	Success Criteria
Improve staff expertise across key SEND areas	Training related to autism, ADHD, SEMH needs, SLCN, dyslexia and medical needs	SENDCo / SLT	Ongoing	Staff confidently implement adaptive strategies in lessons
Strengthen individual pupil support	Provide personalised adjustments, interventions and plans	Class teachers / SENDCo	Ongoing	Pupils demonstrate progress and improved engagement
Ensure wider curriculum (clubs, trips, events) is fully accessible	Risk assessments reflect individual needs; additional adults provided as needed	Class teachers / SENDCo	Ongoing	All pupils attend trips and activities with reasonable adjustments
Increase use of assistive technology	Use of Chromebooks, iPads, text-to-speech and support apps	Class teachers / SENDCo / IT support	Within 12 months	Pupils use technology to enhance independence and access
Earlier identification of needs	Strengthen screening tools (e.g., phonics, speech and language indicators, dyslexia markers)	SENDCo	Ongoing	Needs identified promptly with support in place quickly

Improving the Physical Environment

Context: Christ Church Chorleywood C of E School is situated on a single-storey site, which enables mostly step-free (or ramp) access to all teaching areas. We continue to ensure that all pupils and visitors can navigate the site safely and comfortably.

Current Strengths

- Level access to all classrooms and communal areas
- Accessible toilet available for pupils and adults
- Wide corridors suitable for mobility equipment
- Clear emergency evacuation procedures

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Planned Actions

Target	Action	Responsibility	Timescale	Success Criteria
Ensure that all areas remain safely accessible	Maintain clutter-free corridors; regular site accessibility audits	Premises Manager	Ongoing	All areas accessible throughout the school year
Improve visibility and navigation	Review and update high-contrast, clear signage, including pictorial signs for pupils with communication needs	Premises Manager / SENDCo	Within 2 years	Visitors and pupils can navigate school independently
Enhance sensory regulation spaces	Expand quiet or sensory areas to support emotional regulation	SENDCo / SLT	Within 3 years	Pupils successfully use spaces to regulate
Support for pupils with hearing or vision needs	Ensure lighting, blinds, acoustic panels and visual contrast are in place where needed	Premises Manager / SENDCo	As required	Improved access for pupils with sensory impairments
Continue accessibility compliance checks	Annual review of site in line with Hertfordshire guidance	SLT / Governors	Annually	Governors confident that the site remains accessible

Improving Access to Information

Aim: Make information easy to understand for all pupils, parents and visitors.

Current Strengths

- Visual timetables and Widgit symbols used
- Plain English used in letters and communications
- Improved SEND Information report with visuals

Planned Actions

Target	Action	Responsibility	Timescale	Success Criteria
Ensure that the accessibility Plan becomes an annual item at the GB meetings.	Add to list for Governor meetings	Office Team / SENDCo	Annually	Adherence to legislation
Strengthen communication with SEND pupils	Increase use of Makaton in school and visuals e.g. Widgit	Class teachers	Ongoing	Pupils understand routines and expectations more independently
Improve website accessibility further	Ensure images include alt-text, contrast remains compliant and navigation remains clear	Website Manager	Annually	Website continues to meet accessibility requirements

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Ensure parents are well-informed about SEND support	Provide parent workshops, visuals and supportive explanations during meetings	SENDCo	Ongoing	Parents report improved confidence and partnership
Ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Offer alternative arrangements for meetings e.g. virtual, by telephone, flexible timings etc	Class teachers/ SENDCo/ SLT	Ongoing	Parents have access to meetings

4. Monitoring and Review

The plan is monitored by the Local Governing Body, typically through the Inclusion or Resources Committee.

- The SENDCo, Site Manager and SLT conduct an annual accessibility review.
- Feedback from pupils, staff and parents informs adaptations to the plan.
- The plan is formally reviewed every three years, or sooner if required.

5. Linked Policies and Documents

- SEND Information Report
- Equality Policy
- Health & Safety Policy
- Relationships and Behaviour Policy
- Supporting Pupils with Medical Needs
- School Improvement Plan