

# ACCESSIBILITY PLAN 2025-26

<b>Reviewed by:</b>	<b>Local Governing Body</b>
<b>Date reviewed:</b>	<b>January 2025</b>
<b>Next review:</b>	<b>January 2026</b>
<b>Member of staff responsible:</b>	<b>Natalie Hancock (Deputy Headteacher)</b>



CHIPPING NORTON  
SCHOOL



(1) CURRICULUM				
OUTCOMES	ACTIONS	WHO	REVIEW	RAG
1a. A key stage three curriculum that is challenging and accessible to all students, and one where the needs of disadvantaged children and those with special educational needs are at the forefront of all curriculum design, delivery and quality assurance.	Departments produce clear schemes of work that fulfil our high-TEMPO (task design, explanations, modelling, practice and oracy) principles and practices are at the core of teaching, learning and assessment across the entire school.	Subject leaders	January 2026	G
	Knowledge organisers are developed and used so that students are clear about the essential knowledge required in each unit of work.	Subject leaders	January 2026	G
	SOW and lessons contain routine adaptations according to SEND Profiles and TEMPO.	Subject leaders and individual teachers	January 2026	G
	The SEND team deploy resources according to need and ensure that students are able to access the curriculum. Either by working directly with subject leaders and teaching to adapt their curriculum, through interventions, or via the SEND profiles that guide teachers on how to adapt lessons for every child on the SEND register in order to secure quality first teaching.	SENCo	January 2026	G
	<a href="#">Clear information is provided to parents and carers</a> on how we secure high quality teaching and learning and inclusive classrooms.	Headteacher	January 2026	G
	Prioritise all school quality assurance systems (lesson visits, work sampling, shallow dives and moderation) to ensure that teaching, learning and assessment has a disproportionate impact on disadvantaged and vulnerable learners.	Assistant Headteacher (Teaching & Learning)	January 2026	G

OUTCOMES	ACTIONS	WHO	REVIEW	RAG
1b. To provide a suitable range of options at KS4 and to ensure that all students can develop the skills and experience they need to pursue their chosen paths post 16.	Ensure that suitable courses/pathways are in place for those students with particular SEND needs.	Deputy Headteacher (Curriculum)	Spring 2025	G
	Maintain adequate breadth of KS4 option subjects to ensure that all students are able to be successful at KS4.	Deputy Headteacher (Curriculum)	Spring 2025	G
1c. To provide high quality CPD to ensure that teachers plan and deliver outstanding and good lessons which are challenging and suitably adapted for the needs of all students	Deliver CPDL programme (including designated meetings) to ensure that key messages relating to policy are delivered and good practice is shared, especially in relation to the provision of adaptations for SEND and LPA students.	Assistant Headteacher (Teaching & Learning)	Summer 2025	G
	Continue to monitor the work of HODs and Department Guides in link meetings to ensure that SOWs are detailed and show clear progression, challenge and adaptation.	Leadership team links	Summer 2025	G
	CPDL programme to become increasingly tailored to the needs of individuals and teams.	Assistant Headteacher (Teaching & Learning)	Summer 2025	G
	SEND team/departments to continue to include training/updates for all staff on all aspects of adaptation.	SENCo	September 2025	G
1d. A school assessment and reporting system that provides clarity to all stakeholders and enables success to be recognised and celebrated.	Ensure that the new assessment and reporting system is clear and well understood by staff, students and parents.	Deputy Headteacher (Curriculum) and subject leaders	September 2025	G
	Data drops are timely and informative without being requested too frequently.			G

## (2) INFORMATION

OUTCOMES	ACTIONS	WHO	REVIEW	RAG
2a. Parents and carers are able to access information on all areas of school life and know how to request specific information.	Ensure the website is user-friendly, updated regularly and the information is accurate and useful.	Headteacher	November 2025	G
	Ensure that the school uses Parent Mail and MCAS effectively to ensure that information is received by all.	Headteacher's PA	November 2025	G
	Ensure that parents and carers receive regular communication, including reports on their children's progress and regular reminders on how to contact and how to make contact. Including improvements to the <a href="#">contact information on our website</a> , biannual surveys to gather feedback, and provide opportunities to gather comments/ suggestions / questions.	Headteacher	November 2025	G
	Termly ' <a href="#">CNSNewsletter</a> ' to all families and the wider community.	School Librarian	November 2025	G
	Parents are able to engage with staff at 'Meet the Tutor' evenings either face to face or online, across all year groups. Further encouragement of attendance of parents/carers of disadvantaged and vulnerable students. SEND parents offered an additional opportunity to meet with teachers to discuss and review the progress of their children, with the introduction of a SEND PTC only. Need to consider extending PTCs by half an hour to ensure wider participation.	Deputy Headteacher	November 2025	G

### (3) PASTORAL SUPPORT

OUTCOMES	ACTIONS	WHO	REVIEW	RAG
3a. Students have access to medical support	School Nurse available in a separate location to offer advice on Health and well- being including sexual health (contraception smoking and drug related issues).	Deputy Headteacher & School Nurse	November 2025	G
	Deputy Head/SENDCO to maintain regular contact with school nurse/local GP's/Hospital Schools and external agencies to share information and work together where there are medical needs/concerns.			G
3b. Students have access to advice and support in relation to mental health and student wellbeing.	School nurse available on specific days and outreach CAMHS/MHST worker available to support students with mental health needs. CAMHS and school nurse to contribute to PSHCE lessons /assemblies/small group work, addressing issues of anxiety/low mood/positive mental health. Also offering evening online sessions for parents.			G
	Family Support Worker (FSW) and Vulnerable Learners Coordinator (VLC) to work closely with families who need additional support and signpost to relevant external agencies.	FSW and VLC	November 2025	G
	PSHCE ( <a href="#">character education</a> ) delivered in lessons for all students. PSHCE coordinator to raise the profile of the PSHCE curriculum. Curriculum to address the issue of positive mental health and wellbeing.	Head of Character Education	November 2025	G
	Outside professional speakers continue to support the school in Assemblies/Speaker Period/PSHCE lessons. Both LT and key stage assemblies address the issue of positive mental health and wellbeing	Leadership Team	November 2025	G
3c. Disadvantaged students have access to pastoral support throughout the day, every day.	Trained staff available staff to support vulnerable/disadvantaged students. Family Support Worker to support vulnerable students and families. Vulnerable Learners Coordinator to support children who are looked after and all other vulnerable students as signposted by SEND/Guidance teams.	Guidance Teams	November 2025	G
	Range of safe / nurturing spaces identified and supervised in place for vulnerable students. Both these areas provide safe/nurturing spaces for those students.			G
	Pastoral Leaders working closely with tutors, key stage leaders and senior leaders with specific year groups to support all students, but particularly those who are vulnerable and/or disadvantaged.	Individual year group pastoral teams	November 2025	G
3d. Support in place to address staff wellbeing.	Well Being Coordinators available in school to support staff who may be experiencing stress/anxiety	Wellbeing Team	November 2025	G

	Wellbeing Lead to send regular updates/newsletters to all staff to support with the wellbeing and promote positive mental health	Wellbeing Lead	November 2025	G
<b>(4) SITE</b>				
<b>OUTCOMES</b>	<b>ACTIONS</b>	<b>WHO</b>	<b>REVIEW</b>	<b>RAG</b>
4a. Students and staff with physical disabilities have access to all areas of school building	Ensure that lifts are functional at all times.	Site Team	November 2025	G
	Ensure that electric wheelchair lifts on stairs are functional at all times.			G
	Ensure that where there is no lift access (MFL and geography) that lessons are re-roomed to ensure that all students have access to the full curriculum as and when necessary.			G
4b. Students arrive and leave on buses safely and orderly.	Duty rota in place. Staff on duty at the end of the day to ensure that the bus park is safe and well organised to minimise risk. Car park barrier in place at the end of the day to stop any cars leaving/entering the premises whilst students are departing and getting on buses.	Site Team	November 2025	G
	Site Managers and Caretakers on duty in the morning and afternoon to ensure safe arrival and departure on the bus park.			G
4c. Students and staff have safe access to all parts of the school building	All students and staff adhere to the 'keep to the right' rule in corridors particularly in high density areas (English block) and on stairwells.	All staff	November 2025	G