



Shanklea Primary School

Accessibility Plan

Date plan last reviewed: _____

Signed by:

_____ Headteacher

Date: _____

_____ Chair of governors

Date: _____

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Statement of intent

This plan outlines how Shanklea Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

	Focus Area	Action	Who	When	Outcome	Review
Short term	CPD To continue to lead personalised CPD to ensure all of the support team members adapt to meet children's needs.	Fortnightly CPD led by Mrs Crowther. External SEN audits and reports from professionals. Pupil voice and drop ins into lesson.	SENDCo, Mrs Crowther HINT Team Support Team	Fortnightly	All staff contribute to SEN friendly classrooms and approaches.	Termly as SLT reported to governors termly. Autumn 2025.
	Assessment To continue to develop a personalised approach to ensure all SEND pupils succeed in assessments, with a focus on, foundation subjects.	Analysis of how SEND pupils achieve in assessment? Implement actions from review. Compile a list of pupils and adaptations needed to complete assessments.	Assessment Lead, Mrs Downes Mrs Crowther, SENDCo.	Half termly	All SEND learners achieve their full potential in assessments due to adaptations in all subject areas.	Half termly Reported to governors termly. Autumn 2025.
Medium term	Transition To develop our transition offer to support all children's needs.	To review transition process. Needs of pupils with SEND pupils identified earlier.	Teachers, SENCO	Summer 2025 Summer 2026 Summer 2027	Transition into new year groups is consistent and gradual to support all children's needs.	Annually

	To enable school to identify needs earlier.					
Long term	<p>Careers To develop a personalised careers approach for all SEND, in order to raise pupil aspirations further.</p>	A progressive and personalised plan for pupils with SEND.	SENDCo	To develop linked to interest/ needs of each child over the course of their education.	To create personalised plans to raise aspirations for all SEND pupils.	<p>Plan in place by autumn 2025 to present to governors.</p> <p>Review annually: what have children had to support their careers education and preparation for adulthood?</p>

Planning duty 2: Physical environment

	Focus Area	What	Who	When	Outcome	Review
Short term	Ensure compliance with Disability Discrimination Act (DDA) 1995 and Code of Practice	Team and governors refreshed about the requirements and obligations of DDA, and of the Accessibility Plan through staff and governors meetings.	Head Teacher and Business Manager	Ongoing	Whole team are up to date with the Disability Discrimination Act (DDA) 1995 and Code of Practice and know how this applies to the physical environment and their role in school.	Summer 2025
Medium term	Any redecorating or alterations within the school are sympathetic to the visually impaired and pupils who are neurodiverse.	Walls, classroom decorations, hall, offices etc. Take into account up to date guidance / advice.	SENDCo Head Teacher Business Manager	Ongoing as required	Whole school supports visually impaired and neurodiverse pupils.	Annually
Long term	To upgrade disabled toilets.	Following design advice to meet needs of all learners.	Business Manager/ Head Teacher	By 2028	All disabled toilets have been upgraded to continue to meet needs.	Summer 2028

Planning duty 3: Information

	Focus Area	What	Who	When	Outcome	Review
Short term	Is our written, visual and spoken information accessible for all?	To complete an audit of information.	Head Teacher Business Manager SENCO.	Autumn 2025	School is aware of accessibility gaps to its information delivery procedures	Spring 2026
Medium term/ Longer term	To use audit results to ensure our communication systems are clear for all pupils and visitors whose first language is not English or who have a reading or visual impairment.	To ensure all communication: written, visual and spoken meets the diverse needs of our school community.	Head Teacher Business Manager SENCO.	Ongoing throughout the year	School's communication systems meet the needs of our school community.	Spring/ summer 2026

Monitoring and review

This plan will be reviewed on an annual basis by the governing board and headteacher. The next scheduled review date for this plan is March 2026 although this covers a three year period from March 2025- March 2028. Any changes to this plan will be communicated to all staff members and relevant stakeholders.