

SHEFFORD LOWER SCHOOL

Accessibility Plan



Written by	Adopted by staff	Ratified by governors	Review date
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Context

Under the Equality Act 2010 schools should have an Accessibility Plan. [The Equality Act 2010](#) replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headteacher. The current Plan will be appended to this document.

Rationale

We are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

The Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

Objectives

The Accessibility Plan contains relevant and timely actions to:

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policy
- Equality Statement
- Health & Safety Policy
- School Prospectus
- SEND Information Report
- Medical Procedure Policy
- Reasonable Force Policy

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equal Opportunities

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

Monitoring and Evaluation

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governing Body.

The school will seek the view of pupils when working on the development of each new iteration of the plan.

The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

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SHEFFORD LOWER SCHOOL
Appendix A
Accessibility Plan 2015-2018



Physical Access

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
To be aware of the access needs of disabled children, staff, governors and parents, carers	To create access plans for individual disabled children as part of registration and ongoing support (Pupil Progress meetings/ISP process)	As required	Inclusion Manager / Class Teacher / medical support administration	ISP's are in place for disabled pupils, and all staff are aware of pupils' needs. Staff and Governors are confident that their needs will be met.
Ensure the school staff & governors are aware of access issues	To ensure staff and governors can access areas of school – use of pupil voice and parent liaison. Make reference to hidden disabilities.	Ongoing as needs arise, and through regular walk audits. One Page Profiles and School Parliament	Headteacher	Access to all areas of the school will be ensured and will be continuously monitored to make sure any new needs arising are being met.
	A reminder to parents, carers through a regular strapline in newsletter to let us know if they have problems with access to areas of school.	Ongoing process	Headteacher	Continuously monitored to ensure any new needs arising are met. Parents have full access to all areas of school.

	Circulate information to relevant staff	Ongoing process	Headteacher / Governing Body	<p>Access to Work Information in Staff Handbook and on staffroom notice board.</p> <p>Volunteers are aware of the school's policy on meeting the needs of children who have been identified as having a SEND</p>
Ensure suitable access to the school building	<p>Ensure that parents with a disability or parents of children with a disability have access to the car park to make accessing the school premises safe and easy.</p> <p>Ensure non-disabled users are reminded not to use spaces through reminders in communications, signage and face to face.</p> <p>Walled ramp is narrow making access tricky for some users.</p>	<p>Make sure there are enough clearly marked car parking spaces for people who have a disability.</p> <p>Procedures in place to make sure that parents who need access to the school's carpark are able to do so.</p> <p>Seek long term budget/grant to improve access here.</p>	<p>Headteacher/Site Agent</p> <p>Headteacher/Governing Body</p>	<p>Disabled children / parents / carers / visitors feel welcome.</p> <p>Parents with a disability or parents of children who have a disability know that they are able to access the school's staff car park to make sure their access to the school is an easy one.</p> <p>Create ease of access and faster evacuation of site.</p>

<p>Ensure everyone has access to reception area</p>	<p>Ensure that nothing is preventing wheelchair access</p> <p>Check the outer door is wide enough for a wheelchair</p> <p>Welcome messaging through visual representations of disabilities to extend throughout school</p> <p>Provision of appropriate seating and books for younger pupils within reach</p>	<p>Daily check to ensure the area in clear of obstructions</p> <p>Review annually</p> <p>Promotion throughout school, including assemblies and class display boards</p> <p>Books now accompany the seating in place</p>	<p>Site Agent / Headteacher</p> <p>Site Agent / Headteacher</p> <p>Headteacher / Governing Body / Inclusion Manager / Teaching staff</p> <p>Headteacher</p>	<p>Disabled children / parents / carers / visitors feel welcome.</p> <p>Wheelchair users can enter the building with ease</p> <p>Children, parents/carers, staff and visitors feel welcomed and represented</p> <p>Visitors can sit down if waiting for reception. Wheelchair users aren't waiting because staff sitting in the office can't see them</p>
<p>Maintain safe access for visually impaired people</p>	<p>Check exterior lighting is working on a regular basis</p>	<p>Ongoing checks</p>	<p>Site Agent</p>	<p>Visually impaired people feel safe in school grounds.</p>
<p>Ensure all disabled people can be safely evacuated</p>	<p>Ensure there is a personal emergency evacuation plan for all disabled pupils. Ensure all staff are aware of their responsibilities in evacuation.</p>	<p>As need arises</p>	<p>Inclusion Manager / Business Manger</p>	<p>All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation.</p>

	<p>Walled ramp is narrow making access tricky for some users.</p> <p>If a person uses a wheelchair they must not be in a classroom where the emergency exits are down steps</p>	<p>Seek long term budget/grant to improve access here.</p> <p>Reviewed per person</p>	<p>Headteacher/Governing Body</p> <p>Headteacher / Inclusion Manager</p>	<p>Enable faster and safe evacuation of site</p> <p>Disabled people in wheelchairs can be evacuated quickly and easily</p>
<p>Provide hearing loops/ or similar equipment in classrooms to support pupils with a hearing impairment</p>	<p>Take advice on appropriate equipment if this becomes necessary</p> <p>All staff to have access to crib sheet for children with HI, as glue ear is 1:6 children</p> <p>Use of signage within the curriculum</p>	<p>As required</p> <p>Provided as required</p> <p>Curriculum</p>	<p>Headteacher / Inclusion Manager</p> <p>Headteacher/Inclusion Manager</p> <p>Headteacher/Inclusion Manager</p>	<p>All children have access to the curriculum</p> <p>School children will have an awareness of the needs of others with HI</p>
<p>Ensure there are enough fire exits around school that are suitable for people with a disability</p>	<p>Ensure staff are aware of need to keep fire exits clear.</p>	<p>Daily</p>	<p>All staff/Business Manager/ Site Agent</p>	<p>All disabled personnel and pupils have safe independent exits from school</p>
<p>Ensure accessibility for children/staff/parents /carers and visitors to School Museum</p>	<p>All artefacts of the museum will be at child-height</p> <p>Text used will be dyslexia friendly</p> <p>Display cabinets and</p>	<p>When installing artefacts and supporting information</p>	<p>Museum lead/Headteacher</p>	<p>Children/staff/parents /carers and visitors will be able to access the School Museum regardless of need</p>

	free-standing artefacts will be spaced appropriately			
To ensure people with physical disabilities are able to access the Sensory Trail	<p>Path from school to the Sensory Trail will be free from obstructions and grass length will be maintained.</p> <p>Sensory stations will be spaced appropriately so that there is sufficient room for wheelchair users and people with walking frames.</p> <p>Sensory stations will be at an appropriate height.</p> <p>Sensory trail path will be clear of obstructions and will be kept clean from slip hazards (as far as possible)</p>	Ongoing checks	Site Agents/Inclusion Manager/Teaching staff using Sensory Trail	Sensory Trail will be used by people with physical disabilities without issue.

Access to the curriculum

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Ensure support staff have specific training on disability issues	Identify training needs at regular meetings	Ongoing Appraisal process	Inclusion Manager / Headteacher	Raised confidence of support staff

Ensure all staff (teaching & non-teaching) are aware of disabled children's curriculum access	Share information with all staff and agencies involved with each child enabling access to the curriculum	Ongoing	Inclusion Manager	All staff are aware of individual's needs
All school visits and trips need to be accessible to all pupils	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible	Ongoing	Headteacher/ Inclusion Manager	All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	Review PE curriculum to include disability sports	Curriculum review 2022	PE co-ordinator & Inclusion Manager	All pupils have access to PE and are able to excel.
Review curriculum areas and planning to include disability issues	Include specific reference to disability equality in all curriculum reviews Priority needs assessed as SaLT, SpLD, ASD (sensory) and HI & VI – leads to signing needs, low arousal displays, involvements of SaLT service.	Ongoing Review in 2022	Headteacher/Inclusion Manager/Curriculum lead/Subject leads	Gradual introduction of disability issues into all curriculum areas
Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with out of school club staff, and people running other clubs after school. Proportional representation of vulnerable groups. Ensure capacity of resources.	As required	Inclusion Manager/ Headteacher	Disabled children feel able to participate equally in out of school activities.

Develop links with a special school	Maintain links with special school. Liaise with staff members for updated advice (Ivel Valley, Silsoe SEMH provision and The Chilterns)	2022/2023	Inclusion Manager / Headteacher / Family Support Worker	Increased understanding of the opportunities available for children identified needs
Increase capacity of Sensory Trail	To continue to create additional sensory stations so that more children can use the Trail for a wider range of sensory experiences.	3 more stations in 1 year	Inclusion Manager/ Governing Body – requesting via access panel	Wider access to Sensory Trail and sensory clubs

Access to information

<u>Targets</u>	<u>Strategies</u>	<u>Timescale</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Signage around school to be in other languages and braille if that becomes required	Signs in reception and around the school to include braille and other languages. Height of signage review Global awareness in the curriculum and identify needs of all pupils, include them in display for awareness and welcomes	Ongoing Review in Autumn term Ongoing	Headteacher / Inclusion Manager	All People feel they are welcome in school All signs will be accessible from the point of view of children or a braille user

<p>Inclusive discussion of access to information in all parent/teacher annual meetings</p>	<p>Ask parents about preferred formats for accessing information e.g. braille, other languages</p> <p>Use pictures to reinforce messages</p> <p>Include in parent questionnaire</p>	<p>Standing item on newsletter, and our media</p> <p>News and media</p>	<p>Inclusion Manager / Headteacher</p>	<p>Staff more aware of preferred methods of communication, and parents feel included. School website will become accessible to all</p>
<p>Website to be accessible to all</p>	<p>Consider website 'plug-in'. Explore costs of this</p>	<p>Review in Spring 2023</p>	<p>Office Manager</p>	<p>All parents/visitors/viewers will be able to access information on our website, regardless of language spoken.</p>