

SHERSTON C OF E

PRIMARY SCHOOL

Accessibility Plan

Date Approved	Review Date	Signed
Jan 2025	Jan 2027	

Year	Amendments (in Yellow)
2025	Opening statement link to vision and values



Statement of intent

This plan should be read in conjunction with the **School Improvement Action Plan** and outlines the proposals of the governing board of Sherston Primary School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has 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 school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

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

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

- Monitor recruitment procedures to ensure that persons 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 regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff

- Governors
- External partners

This plan is reviewed bi- annually to take into account the changing needs of the school and its pupils, and where the school has undergone a refurbishment.

Planning Duty 1: Physical Environment

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium- and long-term action can then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short Term	Some areas of the school can become cluttered	Regular tidying and cleaning of the school	School Staff	Ongoing	All areas of the school are fully accessible	
Medium Term	Some children need a break out space if feeling overwhelmed	Create sensory-friendly and low-stimulation areas within the school where pupils can self-regulate and feel calm if overwhelmed.	Head/SENCO	July 2025	Break out space available in school	
Long Term	Can all children access the play equipment?	Adapt playground equipment and classroom furniture to ensure accessibility and suitability for children with a variety of	HT, SENCO & EYFS Class Teacher	July 2027	Play equipment is fully accessible in playground and Oak class	

		developmental and physical needs.				
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Planning Duty 2: Curriculum

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium- and long-term action can then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short Term	Theme weeks are not always fully accessible for all pupils	Pupils with additional needs must be considered when planning theme weeks	HT & SENCO	Spring 2025	Theme weeks are fully inclusive	
	Some resources are generic and do not consider specific needs of individual children	Provide simplified and visually rich teaching resources, such as large-print worksheets with clear instructions and visual aids, to support pupils with specific learning and communication needs.	All staff involved with children with specific needs	Ongoing	All resources are accessible to all children	

Medium Term	Training must be kept up to date for staff working with children with SEND	Train staff in inclusive teaching strategies, focusing on differentiation techniques and practical approaches to enhance literacy, numeracy, and communication skills for pupils requiring additional support.	HT & SENCO	Ongoing	Staff are fully trained to meet all needs of pupils	
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Planning Duty 3: Information

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the information on an equal basis with their peers. Short, medium- and long-term action can then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short Term	Governing body should undertake an audit of the extent to which pupils with	Audit of information delivery procedures (website, Parentmail etc.)	Governing body	Autumn 2025	School is aware of accessibility gaps to its information delivery procedures	

	disabilities can access information					
Medium Term	A child joining us with Down Syndrome uses Makaton to communicate	Train administrative and teaching staff in using augmentative communication methods, such as Makaton or other tools, to facilitate effective interactions with pupils who benefit from alternative communication strategies.	SENCO/ All Staff	Spring/Summer 2025	Child is able to communicate with most staff through use of augmentative communication methods.	
Long Term	School website is not accessible to users with digital access needs	Investigate how to make website fully accessible	Admin Primary Site	Autumn 2025	Website is fully accessible	