



SHALFORD
PRIMARY SCHOOL

Accessibility Plan

Reviewed policy agreed by LSC on:
Reviewed policy shared with staff on:
Policy to be reviewed again on:

Accessibility Plan has been drawn up in consultation with the pupils, parents, staff and governors of the school and covers the period from September 2022 – August 2025. It will be reviewed kept under review bi-annually and shared with the local school committee.

Shalford Primary School is a half-form entry primary school with mixed year group classes. Shalford Primary is an older building and adjustments have been made to make it accessible. There are accessible toilets and all spaces accessible to children are on the ground floor.

1. We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
2. Shalford Primary School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - Improve 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.
 - 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; (If a school fails to do this they are in breach of the DDA). 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 **aids and equipment**, which may assist these pupils in accessing the curriculum.
 - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on a bi-annual basis. New Plans will be drawn up every three years.
6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - School Handbook
 - Trust Teaching and Learning document
 - Health & Safety
 - Equalities policy
 - Inclusion Policy
 - Relationships and Behaviour Policy
 - Anti-Bullying Policy

8. The Action Plan for physical accessibility relates to the Access Audit of the School. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

9. The Plan will be monitored through the local school committee

10. The school will work in partnership with the trust developing and implementing this plan

11. The Plan will be monitored by Ofsted as part of their inspection cycle.

12. The Plan will be reviewed bi-yearly

Shalford Primary School Accessibility Plan 2022-2025

Improving the Physical Access at Shalford Primary School				
Aim	Current good practice	Actions to be taken	Person responsible	Timescale
Improve and maintain access to the physical environment	The school's main entrance is levelled to support those with a physical disability, in a wheelchair or walker to access the school office and ground floor. We keep all areas of the school free from clutter and obstructions.	The main access point does not have an automatic door and therefore anyone with a wheelchair or walking aid may find it difficult to access the building.	Premises Manager	By 2024
	There are accessible toilets located in the main building and in the demountable classroom.	Some rooms have step access to them, including meeting rooms upstairs. Ensure there is accessible space for meetings to be had in school.	Head of School/SENCo (Special Educational Needs Co-ordinator)	By end of 2022
	There is some sloped access around the school.	Some classes have sloped access to the outside space, purchase/build a ramp to gain access to the outside space.	Head of School/SENCo (Special Educational Needs Co-ordinator)	By end of 2023
	The playground is regularly monitored and assessed.	Head of School and AHT to review class placements based on needs within them.	Head of School/SENCo (Special Educational Needs Co-ordinator)	Each academic year
	All staff and/or children with short or long term accessibility difficulties are risk assessed and a PEEP (personal emergency evacuation plan) is drawn up and regularly reviewed.		Premises manager	By end of 2022
	Educational visits and any activities in school such as: sports day, enrichment groups, visitors are made as accessible as possible. For Educational visits, an individual risk assessment			

	outlining adjustments and staffing (if required) is drawn up and agreed with parents/carers.	Widening toilet cubicles so it can be used by a wheelchair user. The height of toilets are being increased too. Widening of doorways in communal toilet area.	Premises manager	By end of 2022
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Improving the curriculum Access at Shalford Primary School

Aims	Current good practice	Actions to be taken	Person responsible	Timescale
Increase access to the curriculum for pupils with SEND	Our school offers a well-structured curriculum that is designed to build on prior learning	Senior Leaderships Team to continue to monitor through book looks, planning looks, observations and discussions with children, teachers and parents	Senior Leaderships Team	Ongoing
	Teachers scaffold the curriculum to ensure children can access learning			
	Curriculum progress is tracked for all pupils. Those not working significantly below age expectations are planned for based on individual needs.	Embed One Plans across the school and engage parents in these meetings, creating plans to move pupils forward.	SENCo (Special Educational Needs Co-ordinator) and class teachers.	Autumn 2022
	Quality first teaching is the best Interventions for all children.	High quality teaching to complimented by evidence-based interventions. Provision	SENCo (Special Educational Needs Co-ordinator)	Summer 2022
	Specialist staff support areas of the curriculum to ensure good progress is made.			Summer 2023
	Termly pupil progress meetings allow teachers and Senior Leaderships Team to discuss			

	<p>provision for children who may need additional support</p> <p>Regular support from outside agencies, including, Educational Psychologist, and Speech and Language therapy.</p> <p>Staff undertake yearly training in EpiPen, asthma and epilepsy</p> <p>Teaching and support staff undertake regular training on supporting children with SEND and personalising learning.</p> <p>Care and communicate is commissioned to support speech and language assessment and delivery.</p>	<p>map to be developed and transferred.</p> <p>Trial using technology to support children's access to the curriculum</p> <p>Reasonable adjustments made to learning with coloured paper books, wider pages, wider pencils, fidget toys and sensory breaks as required.</p> <p>Each classroom uses a universal visual timetable and visual aids.</p>	<p>SENCo (Special Educational Needs Co-ordinator) and class teachers</p> <p>SENCo (Special Educational Needs Co-ordinator) and class teachers</p>	<p>Autumn 2022</p> <p>Autumn 2022</p>
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Children with additional needs access after school clubs with additional support where possible.	Review all out-of-school provision to ensure compliance with legislation	Head of School	2022 Termly
Improving the Delivery of Written Information				
Aim	Current good practice	Actions to be taken	Person Responsible	Timescales
To improve the standard and range of	The school currently uses a range of ways to communicate with parents such as newsletters, email, text, social media	Using technology to translate communication	Office Lead	Autumn 2022

<p>communication systems that the school uses to engage with parents and other stakeholders</p>	<p>Leaders' are visible and available to answer questions and talk to parents at the beginning and end of the school day or through phone calls or emails.</p> <p>School SEN Information Report has accessible links and information is presented visually.</p>	<p>for parents are not fluent in the English language.</p> <p>Develop simple video/audio guides to support parents to navigate:</p> <ul style="list-style-type: none"> • Secondary transfer • Application for Education, Health and Care Plan • Annual reviews 	<p>SENCo (Special Educational Needs Co-ordinator)</p>	<p>Autumn 2023</p>
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