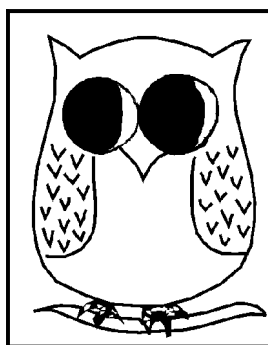


Upton Snodsbury CofE First School



Accessibility Plan 2025 -
2028

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
 - 2.
 3. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
 - 4.
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Upton SnodsburyCE Primary school is a mainstream school for boys and girls age range 4 years to 9 years old. The school comprises of one main school building. It is a smaller than average size. There is disability access for all classrooms. We aim to ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure. All entrances to the school are either flat or ramped and have wide doors. The school has internal emergency signage and escape routes are clearly marked. We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils, we seek expert advice for identified individual needs. We consult with experts when new situations regarding pupils with disabilities are experienced.

PRIORITY	STRATEGIES AND REASONABLE ADJUSTMENTS	Lead	TIMESCALE	SUCCESS CRITERIA
Improving access to the Curriculum				
Effective communication and engagement with parents	Termly meetings with parents/carers. IPM/ Annual Review meetings with SENCo SENCo available for drop ins	Head/ SENCo	Ongoing	Increased amount of parents accessing regular communication from school.
CPD when appropriate – removing barriers to learning	Epipen training. Intimate Care Policy in place and trained staff. Training from SALT, CCN team, Learning support team Outreach support from Perryfields PRU Ongoing guidance from specialists. Online CPD resources shared with staff.	Head/ SENCo	On-going	Full access to the curriculum for all learners.
Effective use of resources and specialised equipment to increase access to the curriculum for all learners.	Strategic deployment of support staff. Use of IT e.g. Prodigy, iPads, voice activated text, alternative keyboards. Purchase and allocate other resources as needed, e.g. sloping boards for writing, wobble cushions, reading rulers, coloured paper/overlays, pencil grips, adapted pens, fidget toys,	Head/ SENCo	Ongoing	Full access to the curriculum for all learners, allowing all pupils to make good progress in all subjects.
Adaptations to the curriculum to meet the needs of individual learners.	Pastoral support & timetable adaptations. Individual physiotherapy/OT programme. Speech and language therapy programme. Use of access arrangements for assessment/National tests	SENCo/ Class teachers	Ongoing	Needs of all learners met, enabling positive outcomes.
Intervention to suit needs of pupils	Provision Mapping and evaluation of interventions - linked to Data results and monitored regularly at PPM	SENCo/ Class teachers	On-going	Needs of all learners met, enabling positive outcomes
Develop pupil's understanding of disability	Invite speakers to talk to pupils - fund raising events when allowed or access on line	Head/Class teachers/SENCo	On-going	Children become inclusive individuals.

Improving access to the Physical Environment of the School – Building is a mixture of the old original school and additional classrooms. The newer buildings is accessible for wheelchair access.

Review the internal decoration during each school improvement project	Take into account use of colour, structure and access	Head	On-going	Internal area and all classrooms improved to take into account the needs of all pupils..
Improve Classroom Organisation	Review and reorganise resources and create areas of calmness / timeout in classrooms and library	Head/ Class teachers	On-going	
Buildings plan to includes access for all disabilities to the public areas of school	Access to main building and public areas. Clear route through school. Use of ramps where required.	Head	On-going	School to be fully accessible to wheelchair users and the visually impaired.
Review toilets on school plans	Install a disabled toilet -2026	Head	2026	People have access to a disabled toilet which will be easily accessible.

Improving the delivery of information for all stakeholders

Identify needs of parents / carers on Data collection sheet	Identify any needs / size of font, spoken reports, access to school, assembly/performances, seating etc	Head/ Office Manager	Annually	Increased amount of parents accessing regular communication from school.
Written materials to be made available in different formats	Weekly newsletter emailed to parents. The digital format will allow them to translate the content online. Key materials published on school website. Provide translated letters where appropriate -	Head/ Office Manager	On-going	Increased amount of parents accessing regular communication from

	https://translate.google.com/?sl=auto&tl=en&op=docs			school.
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