



SHIPTON BELLINGER PRIMARY SCHOOL

ACCESSIBILITY PLAN

AUTUMN 2025

Key Objectives

To provide 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. The aim of the following plan is to ensure we are providing a happy learning environment for all children to achieve and become resilient together.

Principles

Compliance with the Equality Act 2010 is consistent with the school's aims and the operation of the school's SEN policy.

The school recognises its responsibilities under the Equality Act 2010

- Not to discriminate against disabled pupils in relation to admissions, exclusions and the provision of education and associated services
- To challenge negative attitudes about disability and accessibility by developing a culture of awareness, tolerance and inclusion
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan

In performing their duties, governors and staff will have regard to current government guidance and legislation.

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and the child's right to confidentiality.

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.

The school endorses the key principles in the National Curriculum which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

The Plan

This accessibility plan aims to:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

In order to reduce and eliminate barriers to access for pupils (and prospective pupils) with a disability, the school will address the following issues:

Education and related activities

In accordance with the recommendations from *Accessible schools: Planning to increase access to schools for disabled pupils* we plan to:

- Continue to seek and follow the advice of LEA inspectors/advisors and of appropriate health professionals from the local NHS trusts
- Provide opportunities for teachers and learning support assistants to have the necessary training to teach and support disabled pupils
- Differentiate lessons, expectations for time allocation to tasks, resources and teaching styles so that the curriculum is more accessible to pupils with a disability
- Ensure that school visits are made available to all pupils irrespective of disability
- Endeavour to reduce all barriers to learning and participation

Physical Environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

The school will continue to work alongside the advisor for physical disability, occupational therapist, physiotherapist and other specialists to help us adapt our classrooms and school building so that the needs of disabled pupils are addressed.

Provision of information

Information will be provided within a reasonable timeframe and will be made available in ways which take into account the pupils' disabilities and any preferences expressed by them or their parents.

Action Plan Objectives

- Ensure *all* children have access to all curriculum areas
 - Provide opportunities for children to share their learning through a range of methods e.g. speaking, drawing, making models (not just writing) (**Lead Professional – Headteacher**)
- Analyse behaviour in order to further improve behaviour, thereby creating an environment where all children can excel.
 - Set up a consistent reporting system that enables quick and effective analysis (**Lead Professional – Headteacher**)