SHIELD ROAD PRIMARY SCHOOL

Accessibility Plan

Author/Person Responsible	Headteacher/Chair of Governors
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Review Group	Full Governing Body
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Review Frequency	Every year
Review Date	December 2026
Previous Review Amendments/Notes	23rd November 2023
Chair of Governor's Signature	Simon Quarrie

1   Introduction

1.1   Shield Road is required to carry out accessibility planning for disabled pupils. These duties previously existed under the Disability Discrimination Act and have been replicated in the Equality Act of 2010.

1.2   Under the Act the school must define and implement accessibility plans which are aimed at:

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

1.3   At Shield Road we are committed to providing an accessible environment which values and includes all pupils, staff, parent/carers, and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs.

1.4   We are committed to challenging negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance, and inclusion.

1.5   We plan, over time, to ensure the accessibility of provision for all pupils, staff, and visitors to the school. To this end, the Accessibility Plan will be updated annually.

2   Legislation and guidance

2.1 This document meets the disability related requirements of the 2010 Equality Act and the department for education (DFE) guidance for schools on the Equality Act 2010.

2.2   The Equality act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long term' adverse effect on their ability to undertake normal day to day activities.

2.3   Under the special educational needs and disability (SEND) code of practice, 'long-term' is defined as a 'year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

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2.4   As a school we are required to make 'reasonable adjustments' for pupils with disabilities under the Equality act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with a non-disabled pupil. This can include for example the provision of an auxiliary aid or adjustments to premises.

3   General Principles

The Accessibility Plan contains sections covering:

3.1   Actions to improve access to the **physical environment** of the school, adding specialist facilities, as necessary. This covers the reasonable adjustments of the physical environment of the school and physical aids to access the school.

3.2   Actions to increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that all 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 for specialist **aids and equipment,** which may assist these pupils in accessing the curriculum.

3.3   Actions to improve and make reasonable adjustments to the delivery / format of **written information** to pupils, staff, parent/carers and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information must be made available in various preferred formats within a reasonable time frame.

4   Sharing of the plan

4.1   The school prospectus will refer to the Accessibility Plan.

4.2   The school's complaints procedure covers the Accessibility Plan.

4.3   The Accessibility Plan will be monitored through the Finance and Resources Committee.

4.4   The Accessibility Plan may be monitored by Ofsted as part of their inspection cycle.

Accessibility Policy and Action Plan

Action Plan

Aim	Strategy	Responsibility	Timescale	Outcome
Maintain and publish the Accessibility Plan	The school will conduct an Accessibility Audit prior to the end of each period covered by the plan and publish it on the school website.	Clerk to Governor and SBM	Annually	An updated Accessibility Plan is made available and published on the school website
Review the section of the Accessibility Plan covering physical access to the school for pupils who have a disability	Conduct an access audit of the school	H&S Governor & SBM	Annually	There are no physical barriers preventing access to the school, or facilities within the school, for the pupils who have a disability.
Reviewing the implementation and reporting on the progress of the Accessibility Plan	A review of the progress of the activities specified within the plan will be conducted at the Finance & Resources Committee annually and the SBM will ensure it is implemented throughout the year.	Governors at Finance and Resources Committee and SBM	Ongoing	The Accessibility Plan is kept up to date

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Ensure school policies incorporate the requirements to address the school's equality duties relating to pupils who have a disability	As policies are written / reviewed they will be checked to ensure that they incorporate the requirement to address equality duties	Policy Authors / Governors	Ongoing	School policies will incorporate the requirements to address equality duties relating to pupils who have a disability and reflect inclusive practice and procedure.
Ensure that the need to meet the school's equality duties relating to pupils who have a disability is considered by all school governance committees	The terms of reference (TOR) for all governor's committees will contain an item 'having regards to matters of accessibility for pupils who have a disability	Clerk to the Governors	During TOR approval cycle	Governors are aware of the need to think about accessibility issues when defining policies or making decisions that affect pupils

Accessibility Policy and Action Plan

Improving Curriculum Access

Aim	Strategy	Responsibility	Timescale	Outcome
Increase access to the curriculum for pupils with a disability	Continue to offer a differentiated curriculum for all pupils, ensuring the SENCO is aware of any neurodiverse conditions and including them in their SEN action plans. Continue to update teacher knowledge, skills and understanding on differentiating the curriculum by monitoring of planning, lesson observations and book looks to identify training needs. Continue to use resources tailored to the needs of pupils who require support to access the curriculum including use of aids and equipment. Ensure that pupils who have been diagnosed as dyslexic or have dyslexic tendencies are able to fully access the curriculum by carrying out dyslexia screening, putting strategies in place e.g., use of coloured acetate when reading, coloured paper for writing, interventions. Ensuring targets are set effectively and are	Headteacher / SENCO Headteacher SENCO SENCO Teachers / SENCO	Ongoing Ongoing Monitoring Ongoing Ongoing Monitoring Ongoing Monitoring	All teachers will fully meet the requirements of disabled children's needs with regards to accessing the curriculum. All pupils have full access to the curriculum learning and resources within in classrooms and as a result, will make good progress. All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future requirements.

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	appropriate for pupils with additional needs.	Headteacher / SLT	Ongoing Monitoring
	Ensuring when reviewing the curriculum, it meets the needs of all pupils as well as liaising with any outside agencies that may help implement this. Eg Speech and language etc	Teachers	Ongoing Monitoring
	Classrooms to be organised to promote the participation and independence of all pupils by sharing examples of good practice re layout and classroom accessibility with teaching staff. Use learning walks to monitor classroom layout and organisation of resources. Provide feedback and recommendations to teaching staff.

Ensure that all out of school activities are planned, where reasonable, to include the participation of a whole range of pupils. | SLT / SBM | Ongoing monitoring |

Accessibility Policy and Action Plan

Improving Physical Access at Shile Road Primary School

An Access Audit will be carried out annually ready to make any recommendations for improvement to the physical access at Shield Road Primary School.

Aim	Strategy	Responsibility	Timescale	Outcome
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as and when required. This includes - Disabled parking bays Disabled toilets Library shelving at wheelchair accessible height Electric opening doors in the courtyard Provide quiet areas for children to sit	Headteacher/SBM	Ongoing	To maintain an inclusive school for all pupils/staff/visitors, no matter what their disability may be, to allow safe access to Shield Road Primary School.

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Improving Written Information Access

Aim	Strategy	Responsibility	Timescale	Outcome
Improve Delivery of information to pupils with a disability.	Our school uses a range of communication methods to ensure information is accessible. This includes – Email or Paper copies if requested. Social Media We will translate where possible into different languages – Our website has a translate feature build in Large print resources if needed. Pictorial or symbolic representations if needed.	Office / SENCO / SLT	Ongoing	All school information is available in different formats which lead to an improvement in the delivery of school information.

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