



Sherdley Primary School – Accessibility Plan 2026 – 2029

Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools have to carry out accessibility planning for disabled pupils. Our school's accessibility plans 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

Attached is a set of action plans showing how the school will address the priorities identified in the plan. We recognise the need to provide adequate resources for implementing the action plans and will review them annually.

Legislative Framework

This Accessibility Plan has been prepared in accordance with Schedule 10 of the Equality Act 2010 and the Department for Education's guidance on supporting pupils with disabilities and Special Educational Needs and Disabilities (SEND).

The Equality Act 2010 defines a disability as a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

For the purposes of the SEND Code of Practice, *long-term* is generally considered to mean a condition that has lasted, or is likely to last, for 12 months or more. *Substantial* means more than minor or trivial. Disabilities may include physical disabilities, sensory impairments, medical conditions and mental health needs. Examples include, but are not limited to, visual impairment, hearing impairment, autism, ADHD, epilepsy, diabetes, asthma and other long-term health conditions.

At Sherdley Primary School, we are committed to identifying and removing barriers to learning, participation and achievement. We aim to ensure that all pupils, regardless of disability or additional need, can access the curriculum, the physical environment and information provided by the school. This Accessibility Plan should be read alongside the school's SEND Policy, SEND Information Report, Equality Objectives and Supporting Pupils with Medical Conditions Policy.



The purpose and direction of the school's plan: vision and values

At Sherdley Primary School, we believe that every child has the right to access an ambitious curriculum and participate fully in all aspects of school life.

We aim to:

- Promote equality of opportunity.
- Eliminate discrimination.
- Foster positive attitudes towards disability and difference.
- Provide an inclusive learning environment.
- Remove barriers to learning and participation.
- Support pupils to become confident, independent and successful learners.

Accessibility is viewed as both a physical and educational responsibility and is embedded throughout the school's ethos and practice.

Information from pupil data

In order to prepare for pupils' needs we use a variety of sources to gather information about pupils, prior to their starting our school, whether they start in pre-school or join us later in their school life. We meet with parents, either in school or in the home, as well as liaising with other schools / settings, and with other professionals.

We currently have children with the following:

- asthma
- eczema
- physical impairment
- congenital heart problem
- epilepsy
- complex learning difficulties
- ADHD
- ASD
- Allergies
- Hearing Impairment
- Diabetes



This list is not exhaustive and can change as new children join us or develop any conditions which would mean that we had to make reasonable adjustments.

Views of those consulted during the development of the plan

Accessibility arrangements are developed in partnership with:

- Pupils
- Parents and carers
- School staff
- Governors
- External professionals

Information is gathered through:

- SEND reviews
- Individual Learning Plan reviews
- EHCP Annual Reviews
- Parent consultations
- Pupil voice activities
- Accessibility audits

Feedback is used to identify barriers and improve accessibility across the school.



STRAND 1: Access to the curriculum

Action	Team(s)/Individual Responsible	Timescale	Monitoring	Outcomes
Make reasonable adjustments to ensure maximum participation in the curriculum for all children with disabilities. Review individual disabilities within classes and adjust aspects of the curriculum to ensure learners with disabilities are able to participate.	Class teachers	July each year, in preparation for new classes	SENCO through review of provision.	Children with disabilities are able to participate fully in all aspects of the curriculum.
Ensure appropriate specialist equipment is available to support children with disabilities. Review EHCP plans (if necessary) and reports from professionals to check what is needed.	SENDCO	Ongoing review annually	SENDCO through review of provision.	Children with disabilities are well supported.



When planning the National Curriculum ensure that consideration is given to children with disabilities. Review Learning Contexts, literacy and numeracy (planning and activities).	Key Stage Leaders Subject Co-ordinators SENDCO	Ongoing Review annually	Self -evaluation activities, such as planning and work scrutiny, lesson observations, pupil interviews, by SLT and subject leaders	Disabled learners learn effectively and make good progress in all curriculum areas.
When reviewing curriculum resources consider the needs of disabled learners to ensure accessibility to the curriculum.	Subject Co-ordinators SENDCO	Annually, and as and when needed	SLT through self-evaluation activities.	Class teacher have appropriate resources to meet the learning needs of disabled learners and, as a result, disabled learners make good progress.
Adapt teaching and learning styles to improve teaching and learning for learners with disabilities.	Class teachers	Ongoing support from SENDCO	SLT through self-evaluation activities.	All staff know and implement effective teaching and learning strategies for learners with disabilities, as a result learners with disabilities make good progress.
When planning educational visits and experiences ensure that the needs of children with disabilities are taken into account.	Visit leaders	Ongoing	Educational visits Leader through review of visits / experiences.	Children with disabilities access a range of educational visits and experiences.
Ensure that staff are appropriately trained in meeting the needs of children with disabilities	SENDCO	Ongoing, as and when needed	SENDCO / Headteacher	Staff are confident in supporting children with disabilities. The learning, social and medical needs of children with disabilities are met.



STRAND 2: Physical environment

Action	Team(s)/Individual Responsible	Timescale/Cost	Monitoring	Outcomes
Review the physical environment to ensure the needs of specific children with disabilities are met. Review EHCP plans and reports from professionals to check what is needed.	Headteacher, SENDCO, SBM	Devolved capital Buildings and maintenance budget - allocated each April	SEN governor through review of provision for children with disabilities and Head	Provision is made to ensure that children with disabilities can access all aspects of learning and recreation and participate fully in school life.
Review all teaching areas to ensure they are appropriate for learners with disabilities.	Key Stage Leads, SENDCO	Annually in July in preparation for new classes	Headteacher	Learners with disabilities achieve well.
Review all recreation areas to ensure they are appropriate for learners with disabilities/ learning difficulties	SENDCO	Annually in July in preparation for new school year.	Headteacher	Learners with disabilities and learning difficulties access recreation areas and are happy to do so.
Ensure appropriate specialist furniture is available to support children with disabilities. Review EHCP plans and reports from professionals check what is needed.	SENDCO / SBM	Budget – allocated each April	Headteacher	Children with disabilities are well supported.
When refurbishments /remodeling are being considered ensure that DDA compliance and suitability is taken into account.	SBM / Headteacher	As budget allows	Headteacher	Any building improvements suits the range of abilities that are likely to access the environment



STRAND 3: Access to written information

Action	Team(s) / Individual Responsible	Timescale/ Cost	Monitoring	Outcomes
Review of marking policy and assessment policy. When reviewing marking and assessment policy consideration to be given to the needs of disabled learners and practice adapted accordingly.	Assessment Leader (DHT) and SENDCO	Annually	SLT through review of policy and through work scrutiny	Disabled learners have a clear understanding about how well they are doing and how they can improve their work.
Review of homework policy. When reviewing homework policy consideration to be given to the needs of disabled learners and homework activities amended accordingly	Deputy Headteacher	Annually - summer term	SLT through review of policy and review of homework activities	Disabled learners' complete homework which is appropriate to their needs and accessible.
Information displayed around school e.g. signs, notices, displays, instructions As information is changed, consider the needs of disabled learners and ensure signage is appropriate for them	All staff, led by Team Leaders	Ongoing	Discussion with disabled learners about displayed information by SENCO.	Disabled learners can access information which is displayed and make effective use of it.



Visual timetables Where appropriate and necessary classrooms make use of visual timetables to support learners with disabilities	All staff led by Team Leaders	Ongoing	SENDCO.	Disabled learners know and understand what they will be doing each day.
Ensure that appropriate books are available for children with disabilities.	SENDCO / English Leader	Ongoing	SLT through review of self-evaluation activities	Children with disabilities have access to a range of appropriate written resources which meet their specific needs.