



# **Accessibility Plan**

## **2024 - 2027**

Adopted by Sharow CE Primary School:  
draft – Resources Committee proposed adoption Mar 24

Signed by Chair of Governors: Michael Paul

To be reviewed by Governors: March 2026

## **Sharow CE Primary School**

### **Our Vision**

**We Promise To Flourish Together**

### **ACCESS POLICY STATEMENT**

Sharow CE Primary School recognises that many of its pupils, visitors and staff, whether disabled or otherwise, have individual needs when seeking to make use of the school and facilities. However, Sharow CE Primary School also recognises the fact that for some users, the nature of their disabilities may mean that they experience specific difficulties related to accessing education at the school, and the physical environment. As part of its ongoing commitment to Equal Opportunities and the delivery of an inclusive educational service, Sharow CE Primary School will endeavor to ensure that disabled people receive the same standards of service as everyone else.

The school aims to:

- Communicate to all staff that our policy of educational services ensures the inclusion of disabled people.
- Consult with disabled pupils, parents / carers, staff and disability organisations.
- Make access improvements to enable disabled people to use its services and communicate their availability to both pupils and staff.
- Regularly review whether its provision is accessible to all, and take appropriate action.
- Monitor the implementation and effectiveness of this policy on a regular basis.
- Operate an accessible procedure whereby disabled people can make improvement suggestions and request assistance.

#### **Purpose of the Plan**

The purpose of this plan is to show how Sharow CE Primary School intends, over time, to increase the accessibility of our school for disabled pupils.

#### **Definition of Disability**

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

#### **Legal Background**

From September 2002, the Disability Discrimination Act 1995 outlaws discrimination by schools and LEA's against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

The school's Accessibility Plan sets out the governors' response to the Equality Act 2010 which states that "schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation". Close attention is paid to implementation of the Access Plan to ensure inclusion and equality of opportunity for all 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:

- Increasing the extent to which disabled pupils can participate in the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.)

- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services (this includes improvements to the physical environment of the school and physical aids to access education.)
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled (this will include planning to make written information that is normally provided by schools to its pupils available to disabled pupils.) Examples might include handouts, timetables, textbooks and information about school events. The information should take account of the pupils` disabilities and the preferred format of pupils and parents / carers and be made available within a reasonable timeframe.

Sharow CE Primary School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors, and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

### **Contextual Information**

The school is made up of two buildings: a single-storey main school and a two story building. There are disabled toilet facilities in the main school building.

Wheelchair access is available into the buildings via a ramp and into and out of each of the classrooms. Most areas of the school grounds are fully accessible to wheelchair users, although access to the school field will need support.

Inside the school, toilets, cloakrooms, dining room and the office are all accessible.

All external steps are clearly marked with a yellow strip.

Disabled car parking spaces available in the church carpark which is used by visitors.

Clear visual signage is used around school and evacuation procedures are in place.

In the event of any building/improvement work becoming necessary, due consideration will be given to the need to further improve disabled facilities. Arrangements will be made as necessary to accommodate staff and pupils and provide an equitable work/learning environment.

### **The Current Range of Disabilities within school**

The school has children with a variety of special educational and medical needs. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents/carers.

We have competent First Aiders who hold current First Aid certificates. All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents /carers outlining the illness and amount and time of medication. All medication that is given is recorded.

**Sharow CE Primary School Accessibility Plan 2024 - 2027**

<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achieved</b>
<b>Equality and Inclusion</b>				
To ensure that the Accessibility Plan becomes an annual agenda item at Governor Meetings.	Clerk to Governors to add to the governors' plan	Adherence to legislation.	Annually	
To improve staff awareness of disability issues.	Review staff training needs.  Provide training for members of the school community as appropriate.	Whole school community aware of issues.	On-going	
To ensure that relevant policies consider the needs of pupils with disabilities e.g. curriculum and inclusion	Consider during review of policies.	Policies reflect current legislation.	On-going. Review at Governor meetings	
<b>Physical Environment</b>				
To ensure that all areas of the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Implement as new building work is undertaken.	Modifications will be made to the school building to improve access when building work is undertaken.	On-going	
To ensure that our school is physically accessible to all members of the school community.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	The school will be more accessible.	On-going	

<b>Curriculum</b>				
To continue to train support staff to enable them to meet the needs of children with a range of SEN.	SENCO to review the needs of children and provide training for TAs as needed.	TAs are able to enable all children to access the curriculum.	On-going	
To ensure that all children are able to access all out-of-school activities. E.g. clubs, trips, residential visits etc.	Review out of school provision to ensure compliance with legislation.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	On-going	
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed e.g. special pens, ear defenders, writing slopes etc.	Children will develop independent learning skills.	Reviewed termly by classteachers and SENCO	
To meet the needs of individuals during statutory end of KS2 tests.	Children will be assessed, in accordance with regular classroom practice, and additional time, use of support etc will be applied for as needed.	Barriers to learning will be reduced or removed enabling children to achieve their full potential.	Annually	
<b>Written/Other Information</b>				
To ensure that written information is available to all pupils in the correct format / size. E.g. visual timetables / enlarged books / coloured overlays	Written information will be provided in the most effective an appropriate format taking into account the disability. Implementation of quality first teaching for all.	Improved access to information for all.	Classteachers / SENCO ongoing. Pupil voice meetings to be used to monitor progress.	
To ensure that all parents /carers and other members of the school community can access information.	Written information to be provided on our website and paper copies available if required. Translate function in place on website.	Written information will be provided in alternative formats as necessary.	As needed. Parent voice meetings to be used to ensure compliance in this area.	
To ensure that parents /carers who are unable to attend school, because of a	Staff to hold parents' evenings by phone or send home written information.	Parents / carers are informed of children's progress.	Termly	

disability, are able to access parents' evenings.				
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