



Accessibility Plan 2025 - 2028

Approved by: Governing Body

Date: January 2025

Last reviewed on:

Next review due by: January 2026

Introduction

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:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- 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:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- 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 and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

1. Legal Framework and Schools Planning Duty

Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'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.' The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

Our responsibilities:

Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the Equality Act 2010, these are:

- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- To prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This Accessibility Plan forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

In accordance with the Act the plan focuses on three 'key areas':

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;

- 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 and reviewed and revised as necessary. An action plan is attached (Appendix 1) showing the priorities identified for action along with how they are to be addressed within a given timeframe. A success criteria has been set so progress and outcomes can be measured. 1.6. The plan is to be reviewed and updated at least every three years.

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

At Sherwell Valley Primary School our stated vision is: **Excellence in all we do.**

There are 5 values that are the foundations of our work:

Responsibility - We take ownership of our actions and choices

Collaboration - We develop strong relationships and work together

Respect - We are kind to ourselves and others

Aspiration - We set ambitious goals for ourselves

Resilience - We keep going when things are challenging

In practice this means that we, at Sherwell Valley Primary School, are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Sherwell Valley Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- Girls and boys;
- Minority ethnic and faith groups;
- Children who need support to learn English as an additional language;
- Children with special educational needs;
- Gifted and talented children;
- Children who are vulnerable;

In drawing up this Accessibility Plan the school set the following priorities:

- To provide safe access throughout the school for all school users
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

In addition parents of children and young people with a disability were consulted to ensure all needs and areas of concern had been met. As stated above, we are committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policies:

- Special Educational Needs
- Equal Opportunities
- Supporting Pupils at School with Medical Conditions Policy
- Special Educational Needs and Disabilities (SEND) Local Offer
- Child Protection & Safeguarding Policy

- Health & Safety policy

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school. We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

3. Information from pupil data and school audit

We currently have a whole range of children of all backgrounds, needs and abilities and work closely with any Early Years settings or other education providers that children attend prior to when they start here so that we are prepared for children when they arrive in school.

We also liaise with parents and professionals involved with the children to ensure we provide the right care for their needs. All people consulted value the ability of the school to cater for the differing needs of pupils. No specific issues regarding children with additional needs were raised in our most recent parent survey.

4. Current good practice happening in school that supports us in meeting this duty

4.1 Current Activities: Increasing the extent to which all pupils can access the school curriculum

Early identification of needs:

- Staff offer home visits to all families with children starting in our Nursery and Reception classes
- Staff work closely with our feeder nurseries and pre-schools throughout the year and have transition arrangements in the Summer Term before children start school, this can include multi-agency meetings with parents and professionals involved with supporting the child where this is necessary
- Our Pastoral Support Worker works closely with families to ensure that we are aware of children's needs as early as possible and provide any additional support they require
- Staff liaise regularly with the School Nurse Team and other professionals
- When concerns are identified, we consult with the relevant health and other professionals as well as the family to best support the child

Continued support in school:

- Our SEN policy ensures that staff identify, assess and arrange suitable extra support and provision for pupils with SEN and/or disability
- Staff work closely with a variety of professionals and specialist services including: Advisory Teachers, Portage Workers, Occupational Therapists, Physiotherapists, Speech and Language Therapists, Chestnut/Mayfield Outreach team, Educational Psychology service, and CAMHS.
- Our SENCO and Teaching staff meet termly to review provision for any children with SEN and/or disabilities
- Our SENCO meets regularly with the Educational Psychology Service to discuss and review all plans for children on our SEN register
- Regular pastoral sessions are offered to children identified as needing that support
- A range of Maths and Literacy interventions are offered to enable children to fully access the curriculum

- Rainbow's programme available to support children who have experienced bereavement, grief or loss
- Transition through and beyond the school is supported by children being part of a 'class swap' day every Summer Term where they move up to their next class (with next year's Class Teacher)
- The school staff team hold a wide range of skills, expertise and experience of working with children with a wide range of needs including: hearing impairment, visual impairment, physical disability, specialised feeding needs, specific medical conditions (asthma, eczema, ADHD diabetes), specific learning difficulties (dyslexia, dyspraxia, and dyscalculia), speech and language conditions, and emotional difficulties
- There are also a variety of particular spaces in school that are used specifically to support children with particular needs including an expansive woodland area and small rooms designed for work in small groups or with individuals

The school ensures that staff members are trained to meet the needs of all children we care for in school.

4.2 Current Actions: improving access to the physical access to the school

The school site is built on different levels which does present some challenges to the access to the school that the school needs to manage to ensure it is fully accessible at all times. Work and practice that currently enables this to happen includes:

- A fully accessible nursery for two year olds
- Entry routes have been identified to the vast majority of classrooms that are fully accessible and are used by all children entering and exiting the building
- Clear signposting of entrances and other high priority areas to ensure all children and families are clear on where they need to go and how they get there
- Agreed practices that allow children or family members with mobility issues to enter the school in a manner that suits their particular need
- Robust and clear risk assessment process carried out where children are identified as having mobility or other issues impacting on their ability to easily move around the school and reasonable steps put in place to enable them to do so
- Step edgings and other trip hazard edgings brightly coloured
- Access to the building and surrounding environment is continually improved through the school's maintenance and redecoration programme

4.3 Current Actions: improving the delivery of information to all people in school

- All documents available in alternative formats (languages, font size etc) on request – this is clearly communicated on the school's website
- Interpreter and sign language practitioners used as and when required
- Text system used where this is the most appropriate method of contact for some families
- Messages sent out in a variety of formats as standard to ensure that they reach all families in the school community (text, email and follow up phone calls if required)

5. Review and Implementation of the Access Plan

This plan will be reviewed annually by the Governing Body of the school and in addition it will be reviewed three yearly by a working party in consultation with the wider school community.

The review will consider each action identified in the plan and assess whether the success criteria has been met. Any actions that are incomplete or have not been met and are still relevant will be carried forward to the next action plan. To allow the school to track the progress made on its previous plan the 2021-24 plan (Appendix 2) is attached along with the new plan (Appendix 1 – 2024-27)

APPENDIX 1- Accessibility Plan: 2025 – 2028

Issue		Action	People/Resources	Estimated time	Success Criteria/Evidence of success	ANNUAL REVIEW STATEMENT
Improving Access to the Curriculum						
1	Children unable to access curriculum fully due to their PSE needs	Enhancement of the Nurture unit within the school for use with children with additional needs	Headteacher, SENCO, Pastoral Lead and staff	Ongoing	Children that access the Nurture space will make progress within their adapted curriculum	
		Implement SEN outdoor space within the school grounds for use with children with additional needs	Headteacher, SENDCO, Pastoral Lead and staff	Summer Term 2025	Complex needs children will be able to regulate and make progress	
		Educational Mental Health Practitioners (EMHP) to support the school and work with teachers to identify how to best support children in school	Headteacher, SENCO, Pastoral Lead	Ongoing	Children and staff feel will supported and equipped	
2	Appropriate resources available to ensure that all children can access the full curriculum	Adapted curriculum to meet needs of disadvantaged	Headteacher, SENDCO, Pastoral Lead and staff	Ongoing	All children will be able to access the curriculum fully	
		Continued monitoring of resources needed. Resources ordered as necessary based on adaptations and changing needs.	Headteacher, SENDCO, Pastoral Lead and staff	Ongoing	All children will be able to access the curriculum fully	
		Support from external agencies and providers to ensure resources are	Headteacher, SENDCO, Pastoral Lead and staff	Ongoing	All children will be able to	

		suitable and supports the needs of all children			access the curriculum fully	
3	Enhance the support for all children by prioritising ongoing training and knowledge acquisition to better understand and meet individual needs.	Staff training time allocated in staff meeting/Inset time to now include Equality training	Headteacher, SENCO, Pastoral Lead and staff	Ongoing	All staff will have a good understanding of how to meet the needs of the children	
		Staff release time provided for meetings with professionals who can support the development of their knowledge of certain conditions and children's development (including support from Outreach).	Headteacher, SENCO, Pastoral Lead and staff	Ongoing	Staff will be supported to meet the needs of the children	
		Extended parent evenings to offer additional support and guidance specifically tailored to children with special educational needs	Headteacher, SENCO, Pastoral Lead and Class Teachers	Ongoing	Parents and staff are able to work collaboratively in order to meet the needs of the children	
Improving Access to the school site and buildings						
6	Slip, trip and fall hazards for individuals with visual impairments	Repaint edges of steps and edges of other steps in all external areas	Premises Team to complete. Cost of Paint and brushes £500	Summer 2024	Physical accessibility of the school is increased Fewer slips, trips and falls reported	Completed July 2024
		Installation of tactiles across the school site	£17,000	Summer 2025	Children with varying needs will be supported	

		Install handrail on the steps to bottom car park	Premises Team to complete.	Summer 2025	The school site will be accessible to all	
7	Ease of access to different areas of the school at all times	Enhance internal navigation within the school by implementing clearer and more effective signage.	Premises, business manager, SENCo	Summer 2025	The school site will be accessible to all	
Improve access to information in the school						
8	Families with EAL may struggle to access basic information about the school	Develop alternative strategies to support English as an Additional Language (EAL) families in the absence of available EAL support from the Local Authority (LA).	Headteacher, SENCO, Pastoral Lead and Class Teachers	Ongoing	Children and families will be confident to communicate with the school.	

APPENDIX 2- Accessibility Plan: May 2021 – April 2024

	Issue	Action	People/Resources	Estimated time	Success Criteria/Evidence of success	ANNUAL REVIEW STATEMENT
Improving Access to the Curriculum						
1	Appropriate resources available to ensure that all children can access the full curriculum	Additional Tablet/IPads purchased to support children. Extra DfE funded resources have been provided during pandemic to support children with home learning in the event of non attendance at school. The school will continue to utilise these resources for children after the pandemic.	ICT Manager/SENco/Class teachers	Autumn Term 2025	IPADs in school and being used by identified children Chrome books to be used in classes	In Place
		Google Classroom access to class work and resources through the google classroom platform that was set up during the pandemic.	Classroom teachers		Completed	In Place
2	Children unable to access curriculum fully due to their PSE needs	ELSA practitioners training updated / renewed and development of how we consistently deliver ELSA programme across the school.	SENCO + ELSA trained staff	Ongoing	ELSA delivered across the school with clear outcomes identified for those involved	In Place
		Nurture unit within the school for use with children with complex additional needs.	Headteacher, SENCO, Nurture unit staff	Ongoing	Pupils are more able to access curriculum across the school due to this specialised support.	In Place
		Educational Psychologist to support the school and work with teachers to identify how best to support children in school.	Headteacher, SENDCO, SBM, Ed Psych	Ongoing	Ed Psych visit notes and children's IEPs	In Place through SLA's.

3	School unable to support some children effectively due to a lack of training or knowledge about their needs	Staff training time allocated in staff meeting/Inset time	Headteacher, FSW, Pastoral Lead + SENCO	Ongoing	Training events happen and children with SEND progress well in school	
		Staff release time provided for meetings with professionals who can support the development of their knowledge of certain conditions and children's development.	Headteacher, SENCO, Teachers and support staff	Ongoing	Meetings happen on a regular basis. Staff are reflective and able to draw upon ideas and support each other. Improved progress and attainment for SEND children.	In Place
		Staff release time to meet with parents and focus on individual needs	Headteacher, SENDCO, Teachers	Ongoing	Meetings happen Parents report higher satisfaction levels of the school and particularly in SEND questions. Improved progress and attainment for SEND children.	In Place
		Develop as 'Autism Friendly School' - Autism champion to train other staff and support others in working on actions that will have an impact in classes	Autism Champion School staff	Ongoing	Staff inset training Autism audit demonstrates that classroom practice is adapted to meet the needs of children with autism	In Place

		Continue to develop inclusive, quality first teaching – provide regular updates and information for Teachers and Support Staff on differentiating and personalising the curriculum for pupils with additional needs.	Headteacher, SENCO, Teachers, support staff	Ongoing	Increased access to the curriculum Needs of all learners met with reasonable adjustments Parents report higher satisfaction levels of the school and particularly in SEND questions. Improved progress and attainment for SEND children.	In Place
4	Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities.	Thorough planning. Advance visits. EVOLVE Form and Risk assessments.	Visit leaders. Educational Visits Coordinator. Head Teacher	On-going	School trips & residential visits are accessible for all pupils.	In Place
5	Ensure that after-school clubs and care provision facilities are accessible for all pupils.	Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required.	Leaders of after-school clubs. Care Bears Leader.	Ongoing	After-school clubs and care provision is accessible for all pupils. Parents report higher satisfaction levels of the school and particularly in SEND questions.	In Place
Improving Access to the school site and buildings						

6	Slip, trip and fall hazards for individuals with visual impairments	Repaint edges of steps and edges of other steps in all external areas.	Whole School - £500	Summer 2021	Physical accessibility of the school is increased Fewer slips, trips and falls reported	Completed Summer 2021
		Continue replacement of existing outdoor lights to new LED lighting to improve visibility within school premises.	Local authority completing date TBC	Winter 2021	Fewer slips, trips and falls reported	
7	Ease of access to different areas of the school at all times	Ensure all thoroughfares are kept clear to ensure all can navigate the site easily and safely.	Caretaker time allocated. Staff to take responsibility	Ongoing	Physical accessibility of the school is increased Fewer slips, trips and falls reported	In Place
		Make/allow alternative access arrangements for individuals where access might be difficult (different pick up and drop off arrangements for families with mobility issues for example)	Head Teacher/SENCO/Of fice staff	Autumn 2021	Physical accessibility of the school is increased Higher satisfaction levels on Parent Surveys	In Place
		Designated Disabled Parking space		Ongoing	Visitors with disabled badge holders always have access to parking bay.	In Place
		Maintain provision of working lifts to allow access to all areas of the site to all individuals	Built into maintenance budget	Ongoing	Lifts working at all times	In Place
8	Ensure access to necessary services for those who need it	Maintain the provision of wheelchair accessible toilets with changing tables in both parts of the school	Built into maintenance budget	Ongoing	Working services in school	In Place
Improve access to information in the school						

9	Availability of written material in alternative formats	School continues to provide information in alternative formats on request	Built into admin budget	Ongoing	Materials produced for parents/families	In Place
10	Families with EAL may struggle to access basic information about the school	Improve website to allow translation of text from it		Ongoing	Translate option on website	Not in place

