

SHERINGTON PRIMARY SCHOOL ACCESSIBILITY PLAN



Our Vision Statement

Sherington Primary School is an inclusive community. We place the child at the centre of all that we do. We strive to maintain the highest standards in an environment that is creative, stimulating, inspiring and enabling.

- Aspire** Motivating and exciting all to become lifelong learners
- Believe** Developing the skills and confidence to foster self-belief
- Create** Engaging all learners through creative practice and personal reflection
- Achieve** Experiencing success and embracing future challenges

Our Aims are:

- To place the child at the centre of all that we do.
- To foster positive, supportive relationships with families and the wider community.
- To provide models of excellence drawing on the expertise of our highly skilled team.
- To provide an enquiry based curriculum, that promotes the values of resilience, adaptability and perseverance.
- To promote lifelong learning through developing a whole school culture of challenge and growth.
- To prepare learners for a future in an increasingly interconnected global economy.

Policy Date:	May 2025
Ratified by Governors:	May 2025
Date due for review:	May 2028

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Sherington Primary School is committed to providing an accessible environment, which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The plan will be made available online on the school website, and paper copies are available upon request.

Sherington Primary school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

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We have included a range of stakeholders in the development of this accessibility plan, including Senior Leaders and Governors.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

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.

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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the school based provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> Our school offers a differentiated curriculum for all pupils We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum progress is tracked for all pupils, including those with a disability Termly pupil progress meetings allow teachers and SLT to discuss children who may need additional support. Targets are set effectively and are appropriate for pupils with additional needs Regular support from outside agencies, including, Educational Psychologist, STEPS, ASD Outreach and Speech and Language therapy. The curriculum is reviewed to make sure it meets the needs of all pupils 	<p>Short Term:</p> <ul style="list-style-type: none"> High quality teaching to be embedded across school Interventions to be shared amongst LSAs <p>Adaptive resources shared</p> <p>Medium Term:</p> <ul style="list-style-type: none"> 1:1 support staff all to be contracted to the school school based provision area to be set up to support more complex needs children with Autism <p>Long Term:</p> <ul style="list-style-type: none"> school based provision area to house more sensory needs <p>Ongoing:</p> <ul style="list-style-type: none"> Training in key curriculum areas <p>Termly pupil progress meetings discuss individual needs</p>	<ul style="list-style-type: none"> LSAs to be reemployed to meet the needs of most children <ul style="list-style-type: none"> 1:1 supply staff to be replaced by Sherington staff only Planning and purchase of key equipment Embedding bespoke curriculum to meet needs of complex children Qualified SEN teacher for school based provision 	<p>Senior Leaders</p> <p>Headteacher</p> <p>Inclusion Manager & school based provision working party Subject Leads</p> <p>Headteacher</p>	<p>Ongoing</p> <p>By July</p> <p>By July / September</p> <p>Ongoing</p> <p>By June</p>	<p>Interventions more effective</p> <p>Interventions carried out consistently</p> <p>Resources more accessible by all</p> <p>School based provision suitable for complex needs</p> <p>Most complex children meeting personalised targets</p> <p>Effective interventions are in place and used appropriately. Progress is seen</p> <p>Appropriate SEN Teacher employed</p>

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Increase acceptance of pupils with disabilities within the school	<ul style="list-style-type: none"> Curriculum resources include examples of people with disabilities Classes are made more inclusive in general Sensory Provision for more complex needs in the afternoons 	<p>Short Term:</p> <ul style="list-style-type: none"> High quality teaching to be embedded across school Adaptive resources shared <p>Medium Term:</p> <ul style="list-style-type: none"> school based provision area to be set up to support more complex needs children with Autism <p>Long Term:</p> <ul style="list-style-type: none"> school based provision area to house more sensory needs 	<ul style="list-style-type: none"> PSHE lessons to incorporate this <ul style="list-style-type: none"> Provision afternoons to maintain regularity <ul style="list-style-type: none"> Timetabling of activities to embed this <p>Ongoing actions:</p> <ul style="list-style-type: none"> Training in key curriculum areas Termly pupil progress meetings to discuss individual needs 	<p>Subject Leads</p> <p>Inclusion Manager & 1:1s</p> <p>Inclusion Manager</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>More acceptance experienced / seen</p> <p>Classes seen as more inclusive ie.all children engaged</p> <p>School based provision more sensory inspired</p> <p>Most complex children making small step progression</p>

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Improve and maintain access to the physical environment	<p>The main building is a 3-floor Victorian building with 2 stairwell either side. There is a modern building in the middle of the playground with a decking area. Reception has its own playground area, which also houses the forest school area. There is also a small house for counselling and play therapy. The Nursery and newly acquired school based provision space is in a separate building at the bottom of the school area.</p> <p>With the grounds are:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Hand rails 	<p>Short Term:</p> <ul style="list-style-type: none"> • Redevelopment of KS1 playground. • Classrooms and corridors kept relatively clear <p>Medium Term:</p> <ul style="list-style-type: none"> • Reception outdoor area to be redeveloped • school based provision area to be fully equipped • Edges of stairs and outdoor areas to be painted yellow to aid visually impaired child <p>Long Term:</p> <ul style="list-style-type: none"> • Sensory area developed in the school based provision • <p>Ongoing: Training</p>	<p>Complete climbing frame</p> <p>Staff to aware of physical needs of children and classroom environment</p> <p>Key areas to be painted</p> <p>Design workable sensory room</p>	<p>Site manager</p> <p>Class teachers</p> <p>Site manager</p> <p>Inclusion Manager / school based provision working party</p>	<p>End of July 2025</p> <p>Ongoing</p> <p>By September</p> <p>ongoing</p>	<p>Fully working climbing frame</p> <p>Easily accessible environment throughout the school</p> <p>Fully equipped school based provision</p> <p>Fully equipped sensory room</p>

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Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Visual timetables • PECS folders 	Short Term: <ul style="list-style-type: none"> • Continue to use varied and appropriate communication for all children • Continue to take advice from the visionary service with regards to visually impaired children • Continue to print or supply dyslexia friendly resources Medium Term: <ul style="list-style-type: none"> • Supply and implement assistive technology to those who need it • Incorporate more ICT links to enhance learning experiences 	<ul style="list-style-type: none"> • Office staff to provide information when requested. • Class teachers / TAs and Inclusion Manager ensure that resources are available when required • ICT company - Edsure • Liaise with SEN IT company CENMAC 	Inclusion Manger, Premises Manager & School Business Manager All teachers Inclusion Manager / All teachers / Professional services Edsure, CENMAC & Inclusion Manager	Ongoing Ongoing Ongoing Ongoing	Information is accessible to all stakeholders, regardless of method and will be provided upon request or where applicable. Appropriate resources accessible at all times More children using technology based interventions

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the governing board and the Headteacher.

It will be approved by the governing board and the Headteacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy