



# **ACCESSIBILITY PLAN FOR SHAKESPEARE PRIMARY SCHOOLS 2023-2025**

To be reviewed: every 3 years

Adopted by Governors: 2023

Amended and Reviewed by MD: 19/05/2023

To go to: Buildings, Health & Safety Committee

Approved by Governors: June 2023

## 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.

We are committed to giving all 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.

We have a Single Equalities Policy which sets out our commitment to addressing any inequalities regarding the following protected characteristics:

- Age
- Disability
- Gender re-assignment
- Pregnancy or Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation

We have a Special Educational Need and Disability (SEND) Policy which sets out our commitment to addressing and SEND that a pupil may have to ensure they reach their full potential.

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

Our 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, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and governors of the school.

## 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 provision of auxiliary aid or adjustments to premises.

### Purpose of the plan

This plan shows how Shakespeare Primary School plans to increase the accessibility of our school for all SEND pupils, staff, parents/carers and visitors.

## Definition of disability

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

### Areas of planning responsibilities

- Increasing access for disabled pupils to 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 access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

### 3. Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age-relevant after-school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of others.

|             | Targets                                                                                                                                 | Strategies                                                                                                                                                                               | Timescale                       | Responsibilities                                     | Success Criteria                                                                                                                                                                            |
|-------------|-----------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Short term  | To be fully informed of the SEND needs of the new cohort before they start in September.                                                | Plan to visit all SEN children identified on the admissions list for September intake.<br><br>Liaise with external agencies and undertake a transition meeting for every child with SEN. | By the end of the academic year | SLT<br>SENCO<br>EYFS lead                            | Procedures/ staffing/ equipment in place ready for September.<br><br>Liaison with appropriate agencies.<br><br>Family Support Lead aware of any CIN.                                        |
| Medium term | To ensure that all pupils with SEND can participate in high quality discussions and have equal opportunities to present their learning. | Classroom strategies to ensure planning for SEN to deliver presentations.<br><br>Pre teach vocabulary reactive support to address gaps straight away                                     | Ongoing                         | SLT<br>SENCO<br>All teachers and TAs                 | Dialogic teaching and learning is of high quality for all pupils.<br><br>All children have access to planned vocabulary explicitly taught before the teaching of new knowledge takes place. |
| Long term   | To ensure full access to an ambitious curriculum for all learners such that                                                             | Specialist advisory teachers.<br><br>CPD for staff.                                                                                                                                      | Ongoing                         | SLT<br>SENCO<br>Teachers<br>Support Staff<br>Parents | Parents are fully involved in the IEP process setting targets and review.                                                                                                                   |

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|  | every child fulfills their potential.                                                                    | <p>Differentiated curriculum.</p> <p>Assessment for learning.</p> <p>IEPS that have an impact on the provision for SEND children.</p> <p>Access to quality first teaching.</p> <p>Effective use of support staff.</p> <p>Book look, learning walk through school, pupil conversations to monitor and evaluate the impact of each child's IEP.</p> <p>Develop processes to ensure that the IEP has an impact on teaching and learning.</p> |         |                                                                                                                     | All children are inclusively engaged in the classroom accessing an ambitious curriculum. |
|  | Strive to ensure the curriculum is fully accessible to pupils with any type of difficulty or disability. | <p>Consider alternative communication systems.</p> <p>Consider the way information is presented to pupils.</p> <p>Consider the ways in which pupils can communicate.</p>                                                                                                                                                                                                                                                                  | Ongoing | <p>All staff</p> <p>Subject leaders</p> <p>SENCO</p> <p>Advisors for sensory impairments and children with SEND</p> | Curriculum is fully accessible for all pupils.                                           |

### Improving access to the physical environment of the school

Shakespeare Primary School is continuing to grow and develop – an Eco area and new vegetable beds have been installed. The beds are of a sufficient height to facilitate future wheelchair use and are far enough apart to allow access.

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

Class bases are rotated to ensure that the two upstairs classrooms are never allocated to a pupil with reduced mobility.

We have a wide range of equipment and resources available for day-to-day use. We keep resource provision under constant review. The Schools Improvement Planning process is the vehicle for considering such needs on an annual basis.

We are committed to giving all 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.

|                    | Targets                                                                                                                                      | Strategies                                                                                                                                                                                                                                                                                                                                                                                                                | Timescale | Responsibilities                                                                                               | Success Criteria                                                                                                                                                                                          |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Short/ Medium term | To ensure all with a disability are able to be involved in all aspects of school life.                                                       | <p>Access plans and risk assessments for all disabled children as part of plan do review annually.</p> <p>Liaise with parents/ carers to ensure all needs are met.</p> <p>Annual accessibility audit (undertaken by Governors with premises team/ SENCO.</p> <p>Review medical care plans annually through liaison with parents/ carers, external agencies, school nurse.</p>                                             | Ongoing   | <p>SENCO</p> <p>Teachers</p> <p>Site Supervisor</p> <p>School Business Manager</p> <p>SLT</p> <p>Governors</p> | <p>Enabling all needs of all children to be met where possible.</p> <p>All children have medical care plans reviewed annually.</p> <p>Risk assessments/action plans are created as and when required.</p> |
| Long term          | To ensure every member of the school community (pupils, parents, members of the wider school community can access all aspects of school life | <p>Key disabled parking space close to back door.</p> <p>Consider the affect of lighting on pupils and staff with visual sensitivities.</p> <p>Arrange interpreters to communicate with parents as per need.</p> <p>During the induction period non routine admissions informal discussions to ascertain needs and requirements.</p> <p>Seek feedback from Parents/ carers, staff and pupils regarding accessibility.</p> | From now  | <p>SLT</p> <p>SENCO</p> <p>Family Support Lead</p> <p>School Business Manager</p> <p>Teachers</p>              | To ensure that disabled parents/carers are not discriminated against and are encouraged to take a full interest in their child's education.                                                               |

## Improving the delivery of written information to disabled pupils or pupils and their parents with English as a Second Language. (EAL)

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The school's ICT infrastructure will enable us to access a range of materials supportive to need.

|            | Targets                                                          | Strategies                                                                                       | Time-scale | Responsibilities | Success Criteria                                           |
|------------|------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|------------|------------------|------------------------------------------------------------|
| Short term | Review information to parents/carers to ensure it is accessible. | Provide information and letters in clear print in "simple" English.                              | Ongoing    | Office Teachers  | All parents receive information in a form they can access. |
|            | Languages other than English visible in school.                  | The school office will support and help parents to access information and complete school forms. | Ongoing    | Business Manager | Confidence of parents to access their child's education    |
|            |                                                                  | Provide translation as required.                                                                 | Ongoing    | Business Manager |                                                            |
|            |                                                                  | Some welcome signs to be multi-lingual.                                                          | Ongoing    | Business Manager |                                                            |

|             |                                                                                                                                                                                     |                                                                                                                                                                                                                                                                         |             |                            |                                                                                                                                 |
|-------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|----------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| Medium term | Improve the delivery of information in writing in an appropriate format.                                                                                                            | Provide suitably enlarged, clear print for pupils with visual impairment.                                                                                                                                                                                               | As required | Teachers<br>SENCO          | All pupils can access written information                                                                                       |
|             | Ensure all staff are aware of guidance on accessible formats.                                                                                                                       | Guidance to staff on accessible information.                                                                                                                                                                                                                            | Ongoing     | SENCO                      | Curriculum leaders are able to make their subjects accessible.                                                                  |
|             | Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems.                                                  | Access to translators, sign language interpreters to be considered and offered if possible.                                                                                                                                                                             | As required | Business Manager/<br>SENCO | Pupils and/or parents feel supported and included                                                                               |
| Long term   | To review the admission process at all parts of the academic year and ensure the information and procedures are accessible to all.                                                  | Records passed onto new teachers<br>End of year class teacher meetings with support staff included.<br>Annual reviews<br>Plan-do-review<br>Medical forms updated<br>Health plans<br>Risk assessments<br>Significant health problems are photo identified around school. | Ongoing     | SENCO                      | Each teacher/staff member aware of disabilities of children in their class.<br><br>Communication<br>On needs before a trip etc. |
|             | Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information | Ensure Prospectus is available via the school website to allow users to zoom in.                                                                                                                                                                                        | As required | Business Manager           | All stakeholders can access information.                                                                                        |
|             |                                                                                                                                                                                     | Provide paper enlargement upon request.                                                                                                                                                                                                                                 |             |                            |                                                                                                                                 |

#### **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 Headteacher.

It will be approved by the Buildings, Health and Safety Committee.

#### **5. Links with other policies**

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

- Risk assessment policy
- Health and safety policy
- Single Equality policy
- Special educational needs (SEN) information report/ Local Offer
- SEND policy
- Supporting pupils with medical conditions policy

Reviewed by DL - June 2015

Reviewed & updated by PF/MD - June 2016\*

Reviewed & updated by PF/MD - October 2019\*

Reviewed and updated MD - May 23