



SHERARD PRIMARY SCHOOL

# Accessibility Plan

May 2025

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# Accessibility Action Plan

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in relation to Disability, of the Equality Act 2010. The Trust Board are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

At Sherard Primary School we ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimization (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes Gender Reassignment (also known as Transgender).

The Accessibility Plan will be published on the school website.

## **Definition of special educational needs**

In this policy, ‘special educational needs’ refers to a learning difficulty that requires special educational provision. The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and

- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Our Special Educational Needs Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the MET Equality and Diversity Policy explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND.

This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

<p style="text-align: center;"><b>Priority 1</b>  <b>To ensure the physical environment allows SEND children access to the school environment</b></p>				
Item	Action	Timescale C	Cost	Responsibility
Wholeschool environment	Regular health and safety walks and equipment checks (ensure fire escape routes are accessible to all). Individual PEEP's in place for specific children with individual risk assessments e.g. injuries etc. Some children may have specific equipment to use as part of PEEP which includes wheelchairs, ensure fire doors are always accessible.	Ongoing	None	HB  Health and Safety Committee
School trips	Accessibility for school trips: risk assessments for trips ensure that all children including children with physical disabilities can access trips. Minibus/coach used for children in SP and dropped off as close as possible to entrances and exits due to mobility issues. Ensure full risk assessment is completed on each new venue visited for trips and vetted for appropriateness/barriers. Children with SEND/Disabilities to have individual risk assessments.	Ongoing	£50-100 (bus with wheelchair lift- If needed)  Petrol for Minibus	JW H B
Car Park markings	Car park has now been altered to make it safer for children and more accessible for children with SEND. Taxis are now parking on the top playground, which has been a success. Road markings have been added to make the parking safer. Re-issue parking passes to families of children with SEND who require parking spaces and ensure they are parking safely. Ensure parents continue to use the car park safely and complete regular patrols	Autumn Term and then ongoing monitoring	None	H B JW
School Trips/Minibus	Renew Blue Disability badge for school minibus when school trips can resume.	Spring 2025	£50	JW
Forest Schools	Ensure Seahorse children can access an adapted version of Forest Schools/enrichment and inclusion opportunities. Children in Seahorses have access to outdoor learning opportunities. Forest school area adapted in Summer 2023,	Ongoing	None	JW

	children continuing to access. Outdoor classroom installed in Pink Seahorses along with outdoor play equipment – Trim Trail in Summer 2023.Ongoing maintenance of these areas.			
Whole school evacuation	Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities). Children to have PEEP's if needed.	Ongoing	None	JW
Lunchtime/Big Hall	Ensure children who need longer to eat lunch have more time during lunchtime. Seahorses to continue to access small hall for lunchtimes as it is a quieter environment.	Ongoing	None	JW

<p style="text-align: center;"><b>Priority 2</b>  <b>To ensure children have access to the full curriculum and participate in all onsite and off-site activities</b></p>				
Item	Action	Timescale C	Cost	Responsibility
School Trips	Risk assessments are put in place for trips and all staff are fully briefed with regards to children with SEND. Review Seahorses attending own residential again.	Summer 2025	None unless adapted minibus required for wheelchair.	Trip Leader ECH- Evolve HB JW
Events- whole school	Ensure children with SEND and physical disabilities can access all whole school events/events can be adapted to include children in seahorses' classes. Ensure Seahorse classes accessing virtual and now physical assemblies and any whole school virtual or physical events.	Ongoing	None Adapted resources/equipment for some events.	JW H B
Access to lessons/ in class provision	Review SEND children's access to curriculum within class sessions. Observations to be carried out within class to ensure children can access sessions and have access to equipment and resources needed. Ongoing monitoring from SENCO.	Ongoing monitoring- see monitoring timetable	None	JW
Within classes and LSA provision	Liaise with external professions e.g., HI and VI team, SALT to incorporate strategies and support within classrooms and around school with children with hearing and vision impairments and SEND which requires specific equipment and adaptations.	Ongoing	Cost of purchasing specific equipment e.g., aids and adaptations.	JW
Teachers and LSA's	Provide text and information in large print for children and parents with VI liaise with VI support team and ensure all materials throughout lessons are adapted.	Ongoing	STS- VI service Cost of enlarging and printing resources.	JW

Whole school environment	Communication in print around school to help children's understanding and visual recognition. Improve use of Makaton throughout the school. WIDGIT purchased for school.	Spring 2025	Laminating pouches and cost of printing- £100	JW
NQT Training	Staff to access appropriate CPD for children's needs. Such as Attachment training, ASD training. e.g., HI training accessed by class teachers and LSA's.	Ongoing	Attachment-Free Sensory Circuits training- £100 Autism Training- £200	JW
LSA Training	Liaise with SALT Therapist for specific LSA training for speech and language therapy strategies. ASD training for any new staff to school and staff who require an update. Specific training for teachers with HI children in their class.	Ongoing	Virtual Training- free In-house training	JW
LSA and NQTs	Twilight training for LSA's to include Makaton training, training to run social communication interventions and Fine Motor Skills for children with SEND.	Ongoing throughout academic year	In-house training- No cost except for resources.	JW V W E W SH
Inclusion	Children access buddy class time a minimum of once a week and more for children who can access specific subjects in mainstream. Review time each child from specialist provision is spending in buddy class between summer 2025 and Autumn 2025.	Autumn 2025	Resources for adapting activities. Recording equipment cost	JW H B

<p style="text-align: center;"><b>Priority 3</b>  <b>To support families and improve the delivery of written information to pupils, staff, parents and visitors with disabilities including supporting parents in the process of identification of needs and providing access to external professionals.</b></p>				
Item	Outcome	Timescale C	Cost	Responsibility
Links with Pre-School	Ensure pre-school parents of children with SEND have links to mainstream school events which involve SEND and have access to written information. Pre-school to use communicate in print as well as Makaton. Makaton workshops for parents.	Autumn 2025	None	T M JW
Communication with parents	Ensure parents have access to SEN leaflet produced with details of provision provided as well as the SEN school offer currently on the school website. Parent workshops to be set up Trust Wide which parents of children with SEND can access for further support and advice.	Ongoing	Cost of refreshments for workshops. Cost of external professionals speaking at workshops.	JW
Annual report to parents	Ensure that the annual report to parents of SEND is accessible and informative for parents. Format of report has now been altered to ensure it is more informative.	Summer 2022	None	JW
External Professionals	Access from external professionals: Autism Outreach, Educational Psychologists and Speech and Language Therapists.	Ongoing	Educational Psychologist- £575 per child (£4000 total) Leicestershire Psychology service	JW GB
Educational Psychologist	Forecast costings for Educational Psychologists for following academic year and request appointments.	Summer 2025	Cost to be forecast	JW



## Equality Action Plan

Objectives	Actions	Responsibility and Timescales	Success Criteria
To monitor and analyse pupil achievement by race, gender and disability and act on any trends or patterns in the data that require additional support for pupils.	<p>Continue to monitor and analyse data at key points throughout the year.</p> <p>Ensure any trends or patterns in the data are noted and provision is implemented to ensure that all children are supported to achieve and access the curriculum.</p>	<p>SLT</p> <p>Middle Leaders</p>	All children are able to achieve and access the curriculum despite the nine characteristics listed under The Equality Act 2010.
To ensure that all pupils are given similar opportunities with regards to after-school clubs and activities	Develop the extra-curricular offer so that all pupils are having access to additional opportunities and experiences. Ensure all children can access after school clubs	<p>JW and SLT</p> <p>Action linked to SEF</p> <p>Autumn 2025</p>	<p>All children can access additional opportunities and activities including after school and lunchtime clubs.</p> <p>Ensure clubs respond to children's interests and are able to be accessed by all children.</p>
To eradicate prejudice related bullying in relation to the protected characteristics listed in the Equality Act 2010	<p>Ensure anti-bullying work continues to be of high priority. All incidents of bullying are to be taken extremely seriously and dealt with in accordance with the school's anti-bullying policy.</p> <p>Ensure children have had E-Safety training and are aware of bullying online and through gaming.</p> <p>Access and support to Pastoral Team when in school.</p>	<p>SLT</p> <p>Pastoral</p> <p>Team</p> <p>Ongoing</p>	<p>Children are able to learn in a safe and supportive environment which means being free from all forms of bullying.</p> <p>Children understand where and who they can go to for support in school with regards to bullying.</p> <p>Children are informed about bullying and how to help prevent it.</p>