Sheriffhales Primary School

Accessibility Plan 2025-27
(relates to Education Act 2010)

Accessibility Plan (Statutory)

Definition of Disability
A physical or mental impairment with an adverse effect on the pupil's ability to carry out normal day-to-day activities. The effect must be substantial or long term.

Vision and Values
All staff and governors at Sheriffhales Primary School are aware of the duty to promote the Disability Discrimination Act. Sheriffhales Accessibility Plan is updated every two years and regularly engaged with / cross referenced with other policies and procedures. This is a duty towards pupils, staff, parents, governors and members of the wider community who have a disability. We aim to ensure that the school site is accessible for those with physical disabilities and that the curriculum is accessible for all pupils regardless of their disability. We aim to remove barriers to learning so that all pupils are able to participate in all aspects of school life. We have a commitment to equality of opportunity.

Information from Pupil Data and School Audit
The school site is currently accessible for the majority of pupils, staff, governors and members of the community. A disabled ramp leading to Acorns classroom is in place and there is a disabled toilet located by the rear of the school office, accessible from the fire exit black door. Sheriffhales Primary School has 1 pupil and 0 staff members who suffer from physical disabilities.

Should a disabled pupil be admitted, it is our desire to enable access the full curriculum including extra-curricular activities, school visits and residential school journeys, visiting theatre groups, sports days, breakfast and after school clubs.

Increasing the Extent to Which Disabled Pupils Can Participate in the School Curriculum
We are constantly reviewing the curriculum to ensure that it meet the needs of the pupils for whom it is intended. This is done in consultation with school SENDCo, SLT, ICT advisers, feeder schools, parents and other professionals who work with the individual pupils.

We have a SENCo and support staff who work together with the class teachers to ensure appropriate provision. Much of the planning for meeting the needs of pupils with SEND comes through the Provision Mapping which clearly identifies the need, the provision and the personnel involved. This is discussed informally on a regular basis and formally through multi-disciplinary meetings and Annual Reviews.

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

We are in a process of constant review and improvement to our site. The Governors help oversee the school site and, where appropriate and possible, make improvements. In recent years this has included the footpaths, fencing, gates, parking spaces and signs and developments in the Early Years play for learning equipment.

Action taken
Improvements to the current main school reception area.

Ramped access to the school
Disabled toilet
Improvements to lighting
Whole perimeter secure fencing
Secure Early Years and preschool area
Improved resources for all pupils in Early Years
Improved safety in the school reception area

Improving the Delivery of the Curriculum for Disabled Pupils

- Staff work hard to ensure that the curriculum is accessible to disabled pupils. This includes large format photocopying, use of audio recording, use of laptop / ipad for recording, use of visual timetables using Widget icons, and use of simplified instructions and scaffolded support for pupils whose processing skills are slow.
- All staff receive training as required so that they are skilled in ensuring the curriculum is accessible for the pupils they teach.
- Staff use 'P' scales and appropriate testing to assess pupils who achievement is below that of the NC expectation.
- The in-house assessment tracker ensures that every child is on track to make expected or better progress
- Intervention strategies are monitored by the Head, in conjunction with the SENCO and external SENCO.

Action
Consultation with groups including representative parent groups, staff and pupils.
Continually review curriculum planning in the light of the National Curriculum in 2014.
Management, co-ordination and implementation.
The governing body is aware of its responsibility for school accessibility. Accessibility is taken into account within school policy making including the SIP, SEND and health and safety policies. The headteacher is delegated with lead responsibility for accessibility and ensuring that the staff are well trained and that the policy is followed in practice. The accessibility plan, when agreed by staff and governors will be placed on the school website. It will be monitored by the Governors and the School Business Manager with assistance from the Caretaker on an annual basis.

Identifying Barriers to Access:

A Checklist for staff.
Section 1: How does your school deliver the curriculum?
1. Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?
2. Are your classrooms optimally organised for disabled pupils?
3. Do lessons provide opportunities for all pupils to achieve?
4. Are lessons responsive to pupil diversity?
5. Do lessons involve work to be done by individuals, pairs, groups and the whole class?
6. Are all pupils encouraged to take part in music, drama and physical activities?
7. Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?
8. Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?
9. Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?
10. Do you provide access to computer technology appropriate for students with disabilities?

11. Are school visits, including residentials, made accessible to all pupils irrespective of attainment or impairment?
12. Are there high expectations of all pupils?
13. Do staff seek to remove all barriers to learning and participation?

Section 2: Is the school designed to meet the needs of all pupils?
1. Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils?
2. Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities?
3. Are pathways of travel around the school site and parking?
4. Are travel arrangements safe, routes logical and well signed?
5. Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?
6. Are non-visual guides used, to assist people to use buildings?
7. Could any of the decor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?
8. Are areas to which pupils should have access well lit?
9. Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?
10. Is furniture and equipment selected, adjusted and located appropriately?

Section 3: How does the school deliver materials in other formats?
1. Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?
2. Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?
3. Do you have the facilities such as ICT to produce written information in different formats?
4. Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?

SEN accessibility plan.
It is the schools intension to ensure that we:-

- increase access for disabled pupils to the school curriculum. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits.
- improve access to the physical environment of school. This covers improvements to the physical environment of the school and physical aids to access education.
- improve 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.

Examples might include handouts, timetables, 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 time frame.