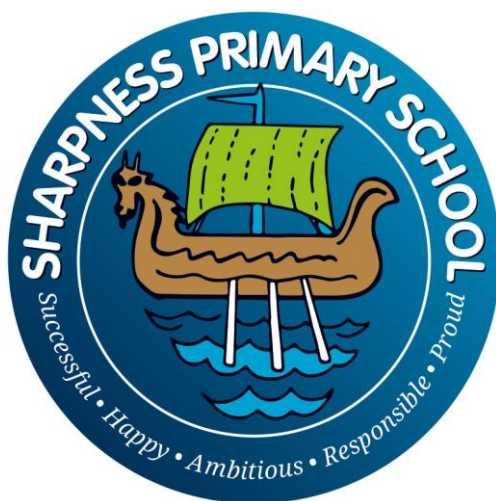


SHARPNESS PRIMARY SCHOOL

Accessibility Plan



Approved by: Miss H Buckingham, Headteacher
Mrs Sara Matthews, Chair of Governors

Date: January 2026

Last reviewed on: November 2022

Next review due by: January 2029

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

Sharpness Primary 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.

Sharpness Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. Everybody has a right to be Successful, Happy, Ambitious, Responsible and Proud.

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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. 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.

Target	Strategies	Time-scale	Person responsible	Success criteria
To ensure full access to the curriculum for all pupils	Differentiated curriculum where necessary The implementation of the engagement model Staff trained for specific needs Outside agencies involved for support	On-going and as required	HT SENDCo Class teachers	Strategies evident in classroom practice Increased pupil participation
Educational visits to be accessible to all	Develop guidance for staff on making trips accessible. Ensure each new venue is vetted for appropriateness The right support is put in place to ensure pupils can access the visit	As required	OVC HT SENDCo Class teachers	All pupils are able to access all trips
To finely review attainment and progress of all SEND pupils	SENDCo/Class teacher meetings Scrutiny of assessment data Meetings with parents	3 times a year	Class teachers SENDCo HT	Progress made towards targets
To monitor attainment of high attainers and more able	Regular updating of school's assessment data (including Insight) Book scrutinies Reviews of planning		HT SENDCo Subject Leaders Class teacher	Children are well tracked and making good progress Next steps are identified

4. Physical Environment

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review.

Target	Strategies	Time-scale	Person responsible	Success criteria
The school is aware of the access needs of pupils, staff, governors, parents/carers and visitors	To create access plans for individuals when required	As required	HT SENDCo	Plans in place for all
Layout of school to allow access for all pupils to all areas	Consider the needs of pupils, parents/carers or visitors when considering any refurbishments/redesigns	As required	HT Governors LA	School areas to be usable by all
Ensure all disabled pupils can evacuate school safely both during the day and before and after school clubs	PEEPs in place for pupils as required	As required	HT SENDCo	All pupils are safe
To ensure the medical needs of all pupils are fully met during the school day and before and after school clubs	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed	As required	HT SENDCo First Aiders	All pupils have access to education at Sharpness Primary
To consider disabled parking for school events	To consider marking a disabled parking space for adults with physical/medical needs	As required	HT Staff Governors	To ensure inclusion for all

5. Information

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 schools IT infrastructure will enable us to access a range of materials supportive to need.

Target	Strategies	Time-scale	Person responsible	Success criteria
Review information to parents/carers to ensure it is accessible	Provide information and letters in clear print School office will support and help parents/carers to access information and complete school forms Ensure all documents are accessible via the school website	On-going	All	All parents receive information in a form that can be accessed
Improve delivery of written information i.e. appropriate format	Provide information for example in large print for the visually impaired	As required	School office	Everyone has access to all information
Languages other than English to be visible around the school	Some welcome signs to be multi-lingual	Spring 2025	SLT	
To review children's medical records to ensure awareness of disabilities	Collate information, analyse and share as appropriate	Ongoing	HT Class teachers School office	Whole school is aware of children/adults with disabilities so provision can be made

6. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body. The review process can be delegated to a committee of the Governing Body or the Headteacher.

7. 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) policy
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description
Main building	The main building has 2 storeys All classrooms are on the ground floor and have flat entrances/exits There is wheelchair access to the infant classes through the outdoor play entrance in Mars class, which is ramped.
Toilets	There is the provision of a disabled toilet in the school
Playground	Available for all, although there is a natural slope. Access is available without the need to use steps
Field areas	Available to all pupils
Entrances	Available for all. Access is available without the need to use steps
Emergency escape routes	Signage is clear and evacuation procedures are practiced regularly. All escape routes are available without the need to use steps. These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the Personal Emergency Evacuation Plan for the pupil.
Swimming Pool (run by a Community Committee)	Available for all. Access is available without the need to use steps