



Accessibility Plan 2025 - 2028

1. Introduction/ Aims

At Shamblehurst Primary School we hold high ambitions for all our pupils, including those with disabilities, and expect every child to participate and achieve in every aspect of Shamblehurst school life. Our school provides a safe, friendly, and supportive environment where children are encouraged to grow into curious, courageous, and resilient learners. We strive to nurture, challenge, and inspire each pupil to overcome obstacles, embrace new opportunities, and achieve their very best.

Our ethos reflects our belief that we achieve more when we work 'together'. We are committed to offering high-quality, inclusive learning opportunities that enable every child to reach their full potential. Everyone in our school community is important, valued, and included. We foster an atmosphere of care, trust, and belonging, where diversity is celebrated and all forms of learning are recognised and encouraged. Pupils are taught to respect the beliefs, religions, and cultures of others, and to support one another with kindness.

To ensure that inclusion is embedded in everyday practice, staff receive training on equality and disability awareness in line with the Equality Act 2010. We also work in partnership with external agencies whenever possible to strengthen and implement our accessibility aims.

Our school's complaints procedure includes clear guidance for raising any concerns related to accessibility. A wide range of stakeholders has contributed to the development of this Accessibility Plan, reflecting our belief in shared responsibility and collaboration. Our School Governors are accountable for overseeing the implementation, monitoring, and review of the plan over the prescribed period.

2. Legislation and Guidance:

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

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”.

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 an auxiliary aid or ‘reasonable adjustments’ to premises.

The Accessibility Plan is structured to complement and support the school’s Equality Action Plan included in this document. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3. Priorities:

Shamblehurst Primary School is committed to providing an environment that enables full access for all and values every pupil, member of staff, parent, and visitor—regardless of their educational, physical, sensory, social, spiritual, emotional, or cultural needs. In line with the Equality Act 2010, we take positive action to promote inclusion, support, and awareness across the school. We recognise and value parents’ knowledge of their child’s needs and respect the rights of both parents and pupils to confidentiality.

Our priorities reflect our commitment to ensuring that all pupils, including those with disabilities, can participate fully in school life and achieve their highest potential.

3.1 Increasing Access to the Curriculum

We provide a broad, balanced, and inclusive curriculum, differentiated and adjusted to meet individual needs. Our approach is underpinned by the principles of the National Curriculum 2014, ensuring that:

- Suitable learning challenges are set for all pupils.
- Teaching responds effectively to pupils' diverse needs.
- Barriers to learning and assessment are identified and removed.

To increase curriculum access for disabled pupils, Shamblehurst Primary School will:

- Endeavour that the teachers and LSA's have necessary training to teach and support disabled pupils.
- Endeavour that the classrooms are optimally organised for disabled pupils. Endeavour that all lessons provide opportunities for all pupils to achieve.
- Check that all lessons are responsive to pupil needs.
- Provide lessons that involve work to be done by individuals, pairs, groups and the whole class.
- Endeavour that all pupils are encouraged to take part in music, drama and physical activities with reasonable adjustments and advice (where needed from outside agencies) to enable their accessibility.
- Check that staff recognise and allow for the mental effort expended by some disabled pupils to sustain concentration on learning for the school day i.e. lip reading for a hearing impaired child, sensory overwhelm for a child with sensory needs, physical exercise for some disabled children.
- Check that school visits are open to all.
- Provide high expectations of all pupils. Seek to remove all barriers to learning and participation

3.2 Improving the Physical Environment

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

- Ensuring the layout of the school allows access for all pupils, including wheelchair users.
- Providing logical, well-signed pathways around the school.
- Ensuring emergency and evacuation systems are accessible to all, including visual and auditory alarms.
- Using décor and signage that support pupils with visual impairments, autism, epilepsy, or sensory processing needs.
- Ensuring all areas are well lit.
- Reducing background noise to support hearing-impaired pupils.
- Selecting and positioning furniture to meet the needs of all children.

3.3 Improving the Delivery of Information

We are committed to ensuring that information normally provided in writing is accessible to disabled pupils, staff, parents, and visitors. The school will:

- Provide information in simple language, symbols, large print, audio, Braille, or other formats as required.
- Present information in user-friendly ways during group work and classroom activities.
- Offer written information in alternative formats within a reasonable timeframe.
- Ensure staff are familiar with technologies and practices that support disabled pupils.
- Consider the preferences of pupils and parents when providing information.

4. Accessibility Action Plan

The Accessibility Action Plan outlines the actions the school will take to:

- Increase access to the curriculum for pupils with physical disabilities and/or sensory impairments, ensuring they are as well prepared for life as their peers. This includes teaching, learning, and wider school activities such as clubs, visits, and cultural events, as well as the provision of specialist or auxiliary aids.
- Improve and maintain access to the physical environment, including the addition of specialist facilities and physical aids to support learning.
- Improve the delivery of written information to pupils, staff, parents, and visitors in a range of accessible formats.

The Shamblehurst Primary School Accessibility Plan outlines a series of actions designed to improve access and inclusion across the school. These actions will be implemented within reasonable timeframes and reviewed regularly to ensure sustained progress. School Governors are responsible for overseeing this work, monitoring outcomes, ensuring accountability, and reporting on developments throughout the prescribed period.

The plan focuses on three key areas: the physical environment, the curriculum, and the provision of written information. To support these priorities, ongoing whole-school training will continue to raise awareness among staff and governors of equality issues, with particular reference to the Equality Act 2010.

Action Plan 2025-2028

Target	Strategies	Timescale	What will success look like:
To continue to be aware of the access needs of disabled children, staff, governors, parents and carers (Physical Access)	<p>Endeavour to: Share information so that school staff and governors are aware of access issues.</p> <p>Know and address the access needs requirements for individual disabled children continue as part of the SEND (Special Educational Needs and Disabilities) process.</p> <p>Provide all members of the community with access to the areas of school used for events and meetings.</p> <p>Request information from the school community with an annual reminder through newsletters so that the school knows if they have problems with access to areas of school.</p> <p>Write a PEEP (Personal Emergency Evacuation Plan) if someone at school (pupil or adult) becomes physically impaired and review it when needed or annually.</p> <p>Provide all members of staff and visitors who have accessibility needs with a suitable place to park in the school car parks.</p> <p>Ensure that yellow depth markers are painted and visible to ensure that children who have a visual or depth perception impairment can access all areas of the school in line with their peers.</p> <p>Ensure that all classes have a visual evacuation poster for the Fire alarm and that our children are supported through this for safe evacuation.</p> <p>Ensure that all teachers use widget visuals to ensure consistency of visual representations and that widget visuals are used within all classrooms.</p>	As required	<p>All staff are aware of pupil needs across the school.</p> <p>All staff and key stakeholders in the school community are confident that their needs are met.</p> <p>All members of the community can access areas of school used for events and meetings.</p> <p>PEEPs are prepared and reviewed as individual circumstances change.</p> <p>All SEND support provision is in place for disabled pupils and all staff are aware of individual needs.</p> <p>There is a place for disabled members of staff and visitors to park at the school during and after the school day as appropriate.</p>
To continue to provide access to learning in class provision. (Improving curriculum access)	<p>Review SEND pupil access to the curriculum within class sessions.</p> <p>Observations of lessons/class provision to Endeavour pupils can access sessions and have access to equipment and adapted resources where needed.</p> <p>Ongoing monitoring of provision and access to learning carried out by the SEND leader in the school.</p> <p>Continue to liaise and develop relationships</p>	On going	<p>All pupils have equal access to a broad and balanced curriculum.</p> <p>Appropriate equipment and strategies are in place to support SEND pupils' access a broad and balanced curriculum.</p>

	with outside agency support (such as the STAS - Special Teaching Advisory Service etc) to incorporate strategies and support within the class and around the school for children who require specific equipment and adaptations.		
Endeavour to organise school visits and trips, which are accessible to all pupils (improving curriculum access and physical access)	Risk assessments to be completed so that all children, including those with physical disabilities, can access trips. Pre visits to venues and vet transportation to support the needs of all pupils. Fully briefed staff about the specific needs of pupils on the trips.	Ongoing	All pupils are able to access all school trips and take part in a range of activities linked to the school curriculum.
Endeavour to provide clear communication with parents.	Provide: Parents with access to our SEND provision/SEND offer on the school website through the school information report and SEND policy. Endeavour to provide: Parents with the opportunity to meet with a member of the inclusion team as appropriate to access further support and advice Parents of children who are on the SEND register will have 3 further parents meetings to discuss provisions for their children and how the school can further support them and their children.	Ongoing	All parents are able to access the SEND provision/SEND offer on the school website. All parents feel confident in contacting the inclusion team for advice and support.
Endeavour to provide physical adaptations to the environment for specific children so they can meet their own personal care needs. (Physical)	Change the tap mechanism in the children's toilets to ensure easier use. Ensure adaptable toilet seating in the hall and Year 2 toilets. Ensure access to safe changing areas for Personal Care Plans to be followed - Year R toilets for those who still need to be changed. Continue to follow the advice from outside agencies to ensure the environment can be adapted using our 'best endeavors'.	Sept 25 Sept 25 Ongoing	All children are able to access facilities with independence.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

Actions relating to physical accessibility are informed by the School's Access Audit, for which the governing body retains responsibility. The Accessibility Plan for physical accessibility is directly linked to this audit. As it may not be feasible to complete all identified works within the lifespan of the current plan, some items may roll forward into subsequent plans. To ensure continuity and

ongoing development, an accessibility audit will be completed by the school prior to the end of each planning period. The outcomes of this audit will inform the creation of the next Accessibility Plan, ensuring that progress continues across the ongoing cycle of improvement.

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Governing Board Date: