Accessibility Plan

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Statement of intent

This plan outlines how Southborough Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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 above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.
- The governing board also recognises its responsibilities towards employees with disabilities and will:
- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.
- The plan will be resourced, implemented, reviewed and revised in consultation with:
- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014

- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

Roles and responsibilities

The headteacher will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.
- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.
- The SENDCO will be responsible for:
- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

The Accessibility Audit

The school will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

- **Planning duty 1: Curriculum**

	Issue	What	Who	When	Outcome	Review
Short term	Effective communication and engagement of parents	Introductory meetings in to teachers and SENDCo, followed by termly meeting with parents and carers. Termly review meetings with parents of children with PLPs and EHCPs.	Headteacher, teachers, SENDCO	Spring 2027	Increased engagement of parents and kept up to date	Summer 2027
	Training for staff on increasing access to the curriculum for all learners and removing potential barriers	INSET and ongoing CPD provided to staff members at all levels on adaption, scaffolding and support for SEN children	Headteacher, external advisors, SENDCO	Spring 2027	Staff members have the skills to support pupils with SEND	Summer 2027
Short term	Use appropriate assessment tools and activities for children working pre-key stage	Use Insight Train staff to enable them to use new software Use other professionals suggestions (outreach) for adaptations of the curriculum.	Headteacher, teachers, SENDCO	Autumn 2026	Children working prekey stage will have consistent approaches for assessment	Summer 2027
Short term	To ensure that the medical needs of all pupils are met fully within the capability of the school	To conduct parent interviews To liaise with external agencies Make relevant referrals to external agencies To identify training needs (epipen)	Headteacher, teachers, TAs, SENDCO	Autumn 2026	All advice acted upon. All pupils' needs are met and they are able to access the curriculum	Summer 2027

Short term	Appropriate use of specialised equipment to benefit individual pupils and staff	Ipads available to support children with difficulties Sloping boards for children with physical disabilities Coloured overlays or coloured paper for children with visual difficulties or dyslexia Use of reading pens Use of wobble cushions, weighted blankets Pencil grips, fidget toys, chew toys etc Monitor and observe use of equipment Eg visual timetable, clicker 7, wobble cushions etc Widgit to make resources	Headteacher, teachers, TAs, SENDCO	Autumn 2026	SEND children have appropriate equipment and resources which supports their learning and remove barriers to learning	Summer 2027
Medium term	Appropriate use of intervention and their success and impact on progress	Track intervention success on Insight. Strategically staff interventions to allow for optimum outcomes for pupils with SEN. Have intervention groups across classes/year groups to give more children opportunities to attend interventions. Improve gross and fine motor skills interventions. Improve sensory interventions	Headteacher, teachers, TAs, SENDCO	Spring 2027	Remove barriers to learning for SEND children	Summer 2027

Medium term	Continue with nurture for those children unable to access learning	Complete boxalls Identify children Give training to staff about nurture Link up with nurture staff in other settings Visit other nurture provisions		Spring 2027	Children are able to access the curriculum independently.	Summer 2027
Long term	Teaching assistants are trained to deliver specific interventions with children across the school as 'specialisms'	Skills audit CPD and training Speech and language interventions OT interventions	Headteacher, SENDCO	Spring 2027	Pupils with SEND make accelerate progress	Summer 2027

- **Planning duty 2: Physical environment**

	Issue	What	Who	When	Outcome	Review
Short term	Learning environment of pupils with visual impairments is not accessible	Yellow tape for stairs	Site manager	Autumn 2026	School is aware of accessibility barriers to its physical environment and will make a plan to address them	Summer 2027
Medium Term	Ensure all children feel safe and involved at playtimes	Handrails installed if required	Deputy Head SENCO	As required	Children feel safe in school – evidence in survey results from children	Summer 2027
Long term	To make effective use of nurture provision	Work undertaken as needed eg paxtons on doors Door to be replaced with a door with a window. Moving Nurture to old staff room.	Nurture staff SENCO	As required	School buildings are fully accessible	Summer 2027

- **Planning duty 3: Information**

	Issue	What	Who	When	Outcome	Review
	Ensure parents are on class dojo in order to receive frequent communications	Ensure class dojo is available to everyone and parents know they can use translation facility to communicate.	Head teacher Deputy head	Autumn 2026	All parents will be able to be aware of what is happening at school via class dojo	Summer 2027
Short term	Review documentation on website to check accessibility for parents	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.	SENDCO, Head teacher	Autumn 2026	All parents will be able to be aware of what is happening at school via the website.	Summer 2027
	Ensure written materials are available in alternative formats	Ensure office staff are able to use google translate to translate any written letters and newsletters and ensure parents know this is available. Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers Invite parents in who may	Office All staff Family worker SENDCO	Autumn 2026	Parents are able to access all information	Summer 2027

		need support completing forms.				
Short term	Children have access to dyslexic friendly resources and books	Children have yellow paged books Work is photocopied onto yellow pages Overlays used Dyslexic friendly texts purchased	SENCO	Autumn 2025	All children with dyslexia can access information	Spring 2027
Medium term	Continue to improve use of pictorial communication systems (Widgit)	Use Widgit to improve picture communication support. Use Widgit to make classroom resources (eg.word mats, visual timetables, social stories).	SENDCO, Head teacher	Autumn 2026	All school staff aware of disabilities of children in their classes	Spring 2027