



Shardlow Primary School

Aspire Achieve Thrive



Accessibility Plan

Approved by:	Local Governing Body
Date:	2024-2027 2026 Update
Review	Annual



Contents

1. Aims.....	1
2. Legislation and guidance.....	1
3. Action plan.....	3
4. Monitoring arrangements.....	9
5. Links with other policies.....	9

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 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

Our school aims for all pupils to Aspire, Achieve and Thrive to create a happy and safe environment, where everyone feels respected and is treated fairly. This involves providing access and opportunities for all pupils without discrimination of any kind.

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.

Our school works local with the following services to support our work;

- Derbyshire County Council Inclusion Team
- Derbyshire County Council Physical Impairment Team
- One Academy Trust SEND network group
- Sunshine support
- The Diana Team

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints 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
- Governors

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 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 adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim 1- Increase access to the curriculum for pupils with a disability

Current Good Practice

- Our curriculum is progressive and broken down into core knowledge and skills helping staff to identify key starting points for pupils.
- Staff are well trained in the 'Shardlow Adaptive Teaching Strategies' and apply these to support pupils.
- Individual learning packs provide tailored resources for those who need physical supports in lessons.
- Curriculum progress is tracked for all pupils, including those with a disability
- Pupils with additional needs have personalised targets which are reviewed at the end of each term.
- For pupils with more complex needs, individual timetables and targets are set in consultation with external support
- The curriculum is reviewed to make sure it meets the needs of all pupils

Objective	Actions	Success Criteria	Person	Date to be completed by
Increase access to the curriculum for pupils with SEND by embedding the use of dual coding and visual scaffolds in teaching.	Provide staff training and resources on the effective use of visual scaffolds, including Widgit symbols and Colourful Semantics, to support understanding of vocabulary, instructions and sentence structure.	Teachers regularly use visual scaffolds and dual coding strategies in lessons. Pupils with additional needs demonstrate improved understanding of instructions and vocabulary and are able to access tasks more independently. Monitoring shows consistent use of visual supports across classrooms.	ISAS Teacher SENDCO	
Enhance staff knowledge and skills in supporting pupils with additional needs to access the curriculum.	Provide refresher training for staff on executive functioning skills and understanding the functions of behaviour, focusing on strategies that support pupils to regulate, organise their learning and engage successfully in lessons.	Staff demonstrate increased confidence in supporting pupils with executive functioning and behavioural needs. Classroom practice reflects the use of strategies such as chunking tasks, visual timetables and clear routines. Pupils with additional needs show improved engagement and independence in learning.	ISAS Teacher SENDCO	
Embed strategies and approaches to support pupils with sensory processing	Provide staff training on sensory processing needs, including the use of sensory circuits and classroom sensory toolkits. Implement sensory circuits and appropriate sensory resources to	Staff understand and implement strategies to support pupils with sensory processing needs. Sensory circuits and sensory resources are used appropriately. Pupils with identified	ISAS Teacher SENDCO	

needs to access the curriculum.	support pupils' regulation and readiness to learn.	sensory needs demonstrate improved readiness to learn, engagement in lessons and ability to remain in class for learning activities.		
Implement and embed the enhanced Inclusion Plan template to support staff in planning effective provision for pupils with SEND.	Introduce the revised Inclusion Plan template and provide guidance materials to strengthen staff understanding of specialist SEND strategies. Deliver training on how to complete and use the plans effectively. Allocate time for staff to complete plans and monitor quality, providing targeted coaching and mentoring where required.	Inclusion Plans are consistently completed to a high standard and used to inform classroom practice. Staff demonstrate improved confidence in identifying appropriate strategies and provision for pupils with SEND. Pupils with SEND are better supported to access the curriculum and make progress from their starting points.	ISAS Teacher SENDCO	
Ensure consistent implementation of Shardlow's adaptive teaching strategies to support pupils with SEND and disabilities in accessing the curriculum.	Monitor the implementation of adaptive teaching strategies through learning walks, book looks and pupil discussions. Provide targeted coaching, mentoring and professional development where needed to support staff in refining adaptive practice.	Monitoring shows consistent use of adaptive teaching strategies across the curriculum. Staff demonstrate confidence in adapting teaching to meet a range of learning needs. Pupils with SEND and disabilities demonstrate increased independence, confidence and engagement in learning.	Curriculum Leader SENDCO	

Aim 2- Improve and maintain access to the physical environment

Current Good Practice

- Our curriculum is progressive and broken down into core knowledge and skills helping staff to identify key starting points for pupils.
- Staff are well trained in the 'Shardlow Adaptive Teaching Strategies' and apply these to support pupils.
- Individual learning packs provide tailored resources for those who need physical supports in lessons.
- Curriculum progress is tracked for all pupils, including those with a disability
- Pupils with additional needs have personalised targets which are reviewed at the end of each term.
- For pupils with more complex needs, individual timetables and targets are set in consultation with external support
- The curriculum is reviewed to make sure it meets the needs of all pupils

Objective	Actions	Success Criteria	Person	Date to be completed by
Improve access for pupils with specific needs.	Redesign of classroom environments for pupils with specific physical needs as they transition into their next class. Continue to monitor access and make adaptations as needed.	Classroom environments are organised to meet the physical needs of identified pupils. Pupils with physical needs are able to move around the classroom safely and access learning resources. Feedback from pupils, parents and staff indicates that classroom layouts support independence and inclusion. Adjustments are reviewed and adapted as pupils' needs change.	Class teachers	September each academic year
Ensure that accessible toilets are warm, welcoming spaces that are fit for purpose and match the intended use.	Redesign the accessible toilet and changing space to ensure it meets the needs of pupils using the space and reflects an exclusive and inclusive environment.	The accessible toilet and changing area are fully functional, well maintained and appropriate for the needs of pupils using the space. Pupils are able to use the facilities safely, comfortably and with dignity. Feedback from staff and pupils indicates that the space is welcoming and fit for purpose.	Head of School	July 2026
Improve access to the school office for disabled pupils, visitors and parents.	Move the location of the school office so that it is accessible to all pupils, parents and visitors	The school office can be accessed easily by pupils, parents and visitors with mobility needs. Visitors are able to enter and communicate with office staff without barriers. The layout complies with accessibility expectations and improves the overall visitor experience.	Headteacher	July 2027
Improve access to the school's classroom entrances	Add ramps to the school's main classroom entrances (2 classrooms and 1 nurture room)	Ramps are installed and allow safe access to classroom entrances for pupils, staff and visitors with mobility needs. Pupils with physical disabilities can enter and exit the classrooms independently or with minimal support. Access to	Headteacher	July 2027

		these classrooms is no longer restricted by steps or physical barriers.		
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Aim 3- Improve the delivery of information to pupils with a disability

Current Good practice

Our school uses a range of communication methods to make sure information is accessible. This includes:

- Internal signage
- Large print resources
- Adaptations for pupils with visual impairment
- Pictorial or symbolic representations and labels
- We use communication tools such as PECS to support communication for those with individual needs.

Objective	Actions	Success Criteria	Person(s)	Date to be completed by
Make the behaviour policy more accessible to pupils with disabilities.	Adapt the school's behaviour policy to include visual supports, symbols, and dual coding to help pupils understand expectations and routines.	Pupils with communication, language or processing needs can understand the behaviour policy. Staff consistently use visual behaviour resources in classrooms. Monitoring (learning walks/book looks) shows pupils can explain key behaviour expectations using the visual supports.	Headteacher	Jan 2027
Make restorative practice resources more visual and accessible.	Redesign restorative practice materials (e.g., reflection sheets, discussion prompts) to include visuals, symbols, and dual coding. Provide staff training on using these resources effectively.	Pupils engage more independently in restorative conversations and activities using visual resources. Staff report increased confidence in delivering restorative practice with visual supports. Observations show pupils can participate in restorative processes with reduced adult support.	Head of school	September 2026
Improve signage around school using consistent visual symbols.	Review and update school signage to include dual coding (symbols + text) consistently throughout the school, ensuring it supports navigation and understanding for all pupils.	Pupils with communication or processing difficulties can navigate the school independently using updated signage. Staff report fewer requests for direction or support. Feedback from pupils indicates that the environment feels clearer and more accessible.	Equality and diversity steering group	July 2026
Ensure that pupils with additional needs receive RSE content appropriate to their chronological age,	1. Review and adapt the RSE curriculum to ensure all pupils receive age-appropriate content, including topics such as puberty, relationships, and safety.	Pupils with SEND receive RSE content that is age-appropriate while being accessible to their learning needs. Staff confidently deliver age-appropriate RSE using differentiated strategies. Pupils demonstrate understanding of key concepts relevant to their age (e.g.,	PSHE lead Class teachers SEND Support Assistants	Summer term 2026

delivered in an accessible way.	2. Provide differentiated resources and teaching strategies (e.g., social stories, visual aids, simplified language) so pupils with SEND can understand and engage with the content. 3. Train staff to deliver RSE sensitively and accessibly to pupils with SEND. 4. Monitor pupil understanding and engagement through observations, discussions and feedback.	puberty, relationships, safety). Feedback from pupils and parents confirms that the content is accessible, appropriate, and supports preparation for future learning and life experiences.		
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4. Monitoring arrangements

This document will be reviewed annually by the Headteacher.

It will be approved by the governing board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy
- Related risk assessments