

Scamblesby CE Primary School

Accessibility Plan 2026-27



Purpose of the Plan:

The purpose of this plan is to show how Scamblesby CE Primary School intends, over time, to increase the accessibility of our school for disabled pupils and stakeholders.

Context

The Accessibility plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2015. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive and they are responsible for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

- To increase the extent to which disabled students can participate in the school's curriculum which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- To improve the physical environment of the school to ensure disabled students are able to take advantage of education and other benefits, facilities or services provided or offered by the school and physical aids to access education;
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Definition of Disability:

Disability is defined by the Equality Act 2010 as:

'When a person has a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

Some specified medical conditions such as HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

Current Good Practice

Scambleby CE Primary school is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors. The school is 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.

The school recognises and values parental knowledge of their child's disability and its effect on their ability to carry out everyday activities. We aim to ask about any disability or health condition in early transition meetings with new parents and carers as part of our school admission procedure. We endeavour to work sensitively with families, basing our relationships on mutual support and respect.

The main entrance to the school is ramped and has wide doors into the entrance. The entrance and corridor areas are fully accessible for wheelchair users. There are disabled toilet facilities available, fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked.

In the summer of 2021, the school's toilets were renovated and an additional disabled toilet was installed. The new disabled toilet is a hygiene suite with a shower facility.

All of the classrooms and teaching spaces are accessible at Scamblesby CE Primary School; alternative arrangements for the use of resources in areas that are not accessible (e.g. staffroom and school office) will be made by the school as soon as a specific need clearly has to be accommodated.

The school supports pupils with both physical difficulties and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils the school seeks expert advice for identified individual needs. The school consults with experts when new situations regarding pupils with disabilities are experienced. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Accessibility Plan

Target	Strategy	Outcome	Timeframe	Achievement
Increasing access for disabled pupils to the school curriculum				
To continue to train staff to enable them to meet the needs of children with a range of SEND.	Review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum.	Ongoing	To be monitored by SENCO.
All out of school activities are planned to ensure the participation of the whole range of pupils.	Use of individual Risk Assessments if necessary, to ensure inclusion of all school trips to make them accessible for all children.	All out of school activities will be conducted in an inclusive environment with providers that complete with all current and future legislative requirements.	Annual	Increase in access to all school activities for all SEND pupils.

Improving access to the physical environment of schools				
To ensure that all stakeholders can access the school environment when attending meetings.	Ensure that appropriate rooms are booked with appropriate furniture.	Appropriate rooms and furniture will be provided.	Ongoing	To be monitored by SENCO and all necessary staff.
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Regularly audit accessibility of school buildings and grounds with advice from relevant professionals. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access.	Ongoing	To be monitored by SENCO.
Improving the delivery of written information				
To ensure that all written information is presented in a way which allows disabled pupils to access the curriculum.	Professionals to provide advice about how written work should be presented, which could improve access to the curriculum.	Pupils can access the curriculum and meet their potential. E.g. Work copied onto coloured paper, coloured overlays, clutter free whiteboards, enlarged print. All reasonable adjustments identified on Individual Support Plans.	Ongoing	To be monitored by SENCO.
All written statutory documents and policies are available on the school website.	All written statutory documents and policies should be available as paper copies by request.	If there is a request for these to be altered to meet the needs of a pupil, parent or member of staff due to a sensory impairment, then appropriate advice should be sought	If need is identified.	To be monitored by SEND Governor and Governing Body.

		by the SENCO on how to do this. SENCO to liaise with Sensory Education Support Team (SEST) on best strategy on how to do this.		
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This Policy should be read in conjunction with the SEND Policy, Behaviour Policy, School Development Plan and Vision statement.

Review and Evaluation

It is a requirement that our accessibility plan is resourced, implemented and reviewed and revised as necessary and reported on annually. **It is reviewed annually.**