

Shipbourne School



Accessibility Plan

April 2025

Written by: Terri Daters (Headteacher)	Date of original: September 2024
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Template	Independently constructed

At Shipbourne Primary School, children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is regarded as important individuals and included in all aspects of learning regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are a safe school, committed to improving children's confidence and self-esteem through accessing all aspects of the curriculum.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The purpose of this accessibility plan is to:

- Increase the extent to which disabled pupils can participate in the school's curriculum
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- Improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Equality Act 2010: Schedule 10, Paragraph 3

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”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

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.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Shipbourne Primary School Accessibility Plan addresses improving physical and curriculum access for all pupils, staff and visitors to the school within a given timeframe where practicable.

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

- Positive Behaviour Policy
- Curriculum Policies

- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy
- Teaching and Learning Policy

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored by the Governing Board and reviewed every three years or sooner if circumstances change.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is an action plan showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Board**
- **Headteacher**
- **SENCO**

Shipbourne Primary School Accessibility Plan – Long Term Targets

	Area	Recommendations	Time scale	Priority	Cost	Date Complete	Responsibility	Review April 2025
1	Curriculum	Progression is clear within and between different age groups.	Ongoing	High	Quality first teaching where possible. Cost to be assessed at point of need.	Ongoing – regularly reviewed	Headteacher, SENCO and all staff	Well embedded
2	Adaptive teaching	Mainstream core standards are met and, alongside careful provision planning, accelerates learning and development for pupils with SEND	Ongoing	High	Specific training Max £1000	Ongoing – regularly reviewed	Headteacher, SENCO and all staff.	Focus now on adapting curriculum for those pupils well below age-related standards – bespoke curriculum construction
3	Classrooms	To provide suitable furniture to support physical needs whilst maintaining a safe, socially distanced classroom.	Ongoing	High	TBC at point of need	Ongoing	Headteacher, SENCO and school administrator	Review of furniture required for September 2025: look at OT recommended seating
4	Access	Ensure all doors with raised entrance (currently 2) have ramps if necessary. Assess entrance to classrooms and toilets. Utilise staff toilet where necessary.	Where required	High – only if required	TBC at point of need	Ongoing	Headteacher, SENCO and school administrator	Remains ready but not currently required
5	Specific needs	Children with identified medical and conditions and neurodiversity receive the care they need and can access our full offer.	Immediately and ongoing	High	TBC at point of need (HNF to cover costs)	Ongoing	Headteacher, SENCO and school administrator	Review of staffing underway to ensure staffing capacity continues with the changing cohorts and complexity of need