

Accessibility Plan

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Signed by:

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Aims of the Accessibility Plan

This plan outlines how Sharrow 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 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 must have regard to the need to allocate adequate resources in the implementation of this strategy.

The Governing Body 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 including vision support, hearing impairment service, Fusion, Educational Psychologist, speech therapy service, Autism team, occupational therapists, physiotherapists

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment or if new staff / pupil needs are identified.

The Accessibility Audit

The Governing Body will undertake an annual review of the Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the Governing Body 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 Body 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 Body 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 Body will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes any 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	Lighting in bungalow not suitable for pupils with visual impairments	New lighting to be installed that meets the required lux levels	Premises Officer	March 22	Pupils with SEND can access lessons	Complete
As and when	Provision does not meet the need of a new pupil / staff member	Specialist advice sought on further adaptations needed	Headteacher, teachers, SENCO, specialists	If required	Adaptations made where necessary	When req

Planning Duty 2: Physical Environment

Sharrow School is fortunate to have an accessible building, with flat access to the main lobby, Year 1 and Year 6 classrooms, a ramp leading down to the Reception and Nursery classrooms (with a ramp to the deck area) and a lift up to the Year 2 to Year 5 classrooms. PE lessons take place in the Hall and Performing Arts Centre which are all on the ground floor. Lunches are served either in classrooms (Nursery to Year 2) or in the dining room on the ground floor. Disabled parking is available in the school car park when needed. Disabled toilets are available and there is a changing bed on the ground floor. Blinds are available in all classrooms to assist pupils with visual impairments. Sharrow School has adapted the Caretaker's Bungalow to create a specialist teaching space for children with additional needs. Specific additional adaptations will be considered for individuals as and when required.

	Issue	What	Who	When	Outcome	Review
Short term	Lighting in the bungalow is not bright enough for children with visual impairment	Lighting units to be replaced with suitable high lux diffused lighting	Premises Officer	March 22	Works completed. Lighting is much improved	<u>Complete</u>
Short term	Increasing number of children with sensory needs who could benefit from sensory spaces.	Installation of two new sensory rooms	SBM & Premises Officer	April 22	Sensory equipment ordered due for install during Easter holidays	<u>Complete</u>
Short term	PEEP reviews to be undertaken	PEEPs to be reviewed	SBM and SENDCo / Access & Inclusion Manager	April 22	PEEP reviews undertaken annually and as identified	<u>ongoing</u>
Short term	Flooring in Nursery and Children's Centre has started to lift in places which could cause a trip hazard for pupils / staff with visual or mobility impairment. Carpet in bungalow teaching space has started to wear which could cause a trip hazard for pupils / staff with visual or mobility impairment.	Flooring replaced Flooring replaced	SBM & Premises Officer	April 22	Works have been commissioned and are booked in for Easter holidays	<u>Complete</u>

Short term	Lack of signage from the disabled parking bays in the car park indicating the route into the school	Additional signage to be installed	SBM & Premises Officer	August 22	New signs in place	<u>Complete</u>
Short term	Different year group classrooms difficult to identify for staff / visitors with visual impairments	Additional classrooms signs with braille??	SBM	Aug 22		
Medium Term	Lift from upper floors is not a fire lift. Although there are refuge areas, evacuation chairs may be required to evacuate children with mobility issues from upper floor.	Evac Chair purchased & training provided	SBM	Summer 2023	Evac chairs purchased and training taken place	<u>Complete -refresher training as required</u>
Medium Term	Corridor in bungalow is very narrow and would be difficult for users with mobility issues / wheelchairs to access	Costs for removing corridor to be ascertained if this facility where to be needed by a pupil	Premises Officer	Summer 2023	Storage space in language hub removed and decorated.	<u>Complete</u>
When Required	<ul style="list-style-type: none"> • Colour scheme on stairways may not provide sufficient contrast for children with visual impairments, especially in the event of a fire emergency. • Management to seek specialist advice on whether any further adaptations will be required to the building to ensure it is fully accessible for any pupils joining the school with physical (including visual) impairments 	Specialist audit of physical environment to see if additional colour contrast or equipment (such as ramps and evacuation chairs) are required to ensure building is fully accessible	Relevant professionals / building surveyor	When required for new pupil / staff member		

Planning Duty 3: Information

The Sharrow School website can be translated via Google translate into the majority of languages spoken by parents. The school has Learning Mentors who are employed to support families, especially those who have additional needs and disabilities themselves or who require additional support for their children who have additional needs and disabilities. Staff with a range of languages are available to assist families and interpreters are booked as necessary for parents with EAL or hearing impairments. Texting services

can be translated automatically for families with EAL where required. Hearing impaired parents can email / text the school. Adapted SATs papers are provided where required for individual pupils where indicated through EHCPs. Visual timetables are in place for pupils where required.

	Issue	What	Who	When	Outcome	Review
Short term	Management staff do not know whether website and text messages are accessible or not for visually impaired parents	Audit of information and delivery procedures	SBM	Autumn 2022		