



Accessibility Plan

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Shelf Junior and Infant School

Accessibility Plan



Introduction

This policy aligns with relevant legislation, including the Equality Act 2010 and the Special Educational Needs and Disability (SEND) Code of Practice. The school will adhere to all legal requirements to promote accessibility.

Definition of Disability

Disability is defined by the Equality Act 2010:

"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term negative effect on his or her ability to carry out normal day to day activities".

Key Objectives

- To provide a safe, inclusive, and accessible learning environment for all students.
- To remove barriers that prevent participation in school activities.
- To promote awareness and understanding of accessibility among staff and students.
- To ensure reasonable adjustments are made to accommodate individuals with disabilities.

Principles

1. Compliance with the Equality Act 2010 is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
2. The school recognises its duty under the Equality Act 2010:
 - to not discriminate against pupils with disabilities in their admissions and exclusions, and provision of education and associated services
 - to not treat pupils with disabilities less favourably
 - to take reasonable steps to avoid putting pupils with disabilities at a disadvantage
 - to publish and regularly review an Accessibility Plan.
1. In performing their duties, governors and staff will have regard to the Equality Act 2010.
2. The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

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3. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individual and groups of pupils.

Activity

Shelf Junior and Infant School has identified the following points for action in order to achieve the key objective:

a) Delivery of the curriculum

Members of school staff receive training in making the curriculum accessible to all pupils, and are aware of its importance, for example through avoiding stereotypes and promoting positive, diverse images.

The school will ensure that teaching materials, activities, and assessments are accessible to all students.

The curriculum will be ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. This is either the national curriculum or a curriculum of comparable breadth and ambition.

The curriculum is successfully adapted, designed and developed to be ambitious and accessible for all. It will meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.

Assistive technologies and alternative formats (e.g., large print, braille, or digital resources) will be provided where necessary.

The school will continue to seek and follow the advice of the LA and other appropriate professionals, such as specialist advisers and SEN advisers, and of appropriate health professionals from local NHS Trusts.

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b) Physical environment

The school will assess and improve accessibility to buildings, classrooms, playgrounds, and other facilities.

Ramps, handrails, and elevators (where possible) will be provided for mobility-impaired individuals.

Signage will be clear, and pathways will be maintained to facilitate movement around the school.

c) Communication and Information

Information will be provided in accessible formats upon request.

Parents and guardians will have the option to receive school communications in various formats, including digital and audio versions.

Staff will be trained on effective communication strategies for students with special needs.

d) Staff training and Awareness

All staff will receive regular training on inclusive practices and accessibility.

The school will promote an ethos of inclusivity, encouraging staff and students to support accessibility initiatives.

e) Support for Students

Individual accessibility plans will be developed for students with disabilities, in collaboration with parents and specialists.

Special Educational Needs Coordinators (SENCO) will oversee the provision of support services.

Additional learning support and interventions will be provided as required.

Linked Policies

This Plan will contribute to the review and revision of related school policies as appropriate, e.g.

- School Improvement Plan
- Equal Opportunities Policy and Plan
- Curriculum policies

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Last review: March 2025

Next review due: March 2026