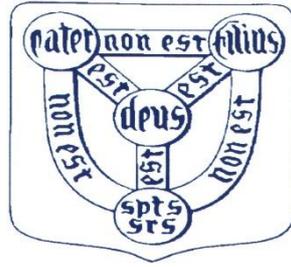# Shellingford CE (A) Primary School

Headteacher: Miss Judith Terrell

"Inspiring hearts and minds"

ACCESSIBILITY PLAN

Introduction:

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

❑ not to treat disabled pupils less favourably for a reason related to their disability;

❑ to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;

❑ to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

❑ increasing the extent to which disabled pupils can participate in the school curriculum;

❑ improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;

❑ improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

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

Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA):

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

The purpose and direction of the school's plan:

At Shellingford CE (A) Primary School we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Shellingford CE (A) Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- ❑ girls and boys;
- ❑ minority ethnic and faith groups;
- ❑ children who need support to learn English as an additional language;
- ❑ children with special educational needs;
- ❑ gifted and talented children;
- ❑ children who are vulnerable;
- ❑ children with disabilities.

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

Information from pupil data and school census:
As of January 2026, we have a whole range of children of all backgrounds, needs and abilities.
- Asthma
- Eczema
- Sensory hypersensitivity
- ASD
- Allergies
- Motor impairment and Developmental Coordination Disorder/DCD (Dyspraxia)
- Epilepsy
- Learning disability including dyslexia and dyscalculia

We collect information from the Early Years settings and from other schools if an in-year pupil admission request is received, so that we are prepared for children when they arrive in school.

We liaise with parents and professionals involved with the children to ensure we provide the appropriate care for their needs.
All people consulted value the ability of the school to cater for the differing needs of pupils.

The main priorities in the school's plan:
We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary ***to fully include them in the life of the school***.

The action plan ensures that:
- ➢ The school draws on the expertise of external agencies to provide specialist advice and support.
- ➢ The SENCo has an overview of the needs of disabled pupils.
- ➢ There are high expectations.
- ➢ There is appropriate deployment and training of learning support staff.
- ➢ Successful practice is shared within the school.
- ➢ The school works with partner schools.

Disabled pupils have access to extra-curricular activities

Refer to related policies: Equality Policy and Action Plan
Disability Non-Discrimination Policy
Written by: Judith Terrell

Date written: January 2026   **Review Date: January 2029**

Policy Agreed by the Governing Body on ………………………………………………….

Signed …………………………………………….. **Chair of Governing Body**

Signed ……………………………………………. **Headteacher**

Accessibility Plan (January 2026 – January 2029),
(as required by the Special Educational Needs and Disability Act (SENDA) 2001 and with reference to the Equalities Act 2010.)

	Specific Actions	**By whom**	**Time Scales**	**Evidence that it is completed**
i. improvements in access to the curriculum	1. Ensure appropriate deployment of support staff.	JT / SEN Team	Deployment considered in response to pupil need.	Staffing lists; SEN Timetables and Pupil Profiles.
	2. Ensure high quality teaching, through CPD for all to improve disabled pupils' access. Use Attunement strategy – adapted for age range – for pupils who have difficulty focussing	Class Teachers / TAs	Inclusion staff meetings for whole staff (as required), monitoring of staff and provision according to Pupil Profiles and feedback as appropriate.	Disabled pupils with full access to the curriculum, working with independence when appropriate and interacting fully with peers.
	3. Improve self-esteem in disabled pupils through spiritual education, whole class PHSE, Growth Mindset.	JM	Daily Collective Worship, weekly RE and PHSE. Provision Mapping (termly). Intervention / analysis when required (KL).	Monitoring of QCA Behaviour Profiles / SDQ and pupil voice (KL).
	ELSA (Emotional Literacy Support Assistant) available in school	AD	Ongoing supervision by Educational Psychologist.	ELSA Accreditation
	4. Audit extra-curricular activities to ensure participation of disabled pupils.	KL	Termly analysis of ASC participation (KL).	Disabled pupils with full access to After-School Clubs.
ii. physical improvements to increase access to education and associated services	1. Dyslexia and ASD friendly classrooms: • Visual resources • Visual timetables • Consideration for/reduction of visual stress • Provision for quiet/calm/sensory spaces for withdrawal	SEN Team + Class Teachers	Annually at the start of the academic year. Ongoing in response to pupils' need.	Items as listed are in place.

	2. Development of an improved withdrawal area (Anne's Room).	JT / SEN Team		Pupils benefit from use of an area for relieving sensory overload.
	3. Audit physical environment: • Access to communal areas from all classrooms	JT / SEN Team	Ongoing in response to pupils' need. Identified on entry to the school and reviewed annually.	All pupils have reasonable access to all communal areas.
	4. Personal Emergency Evacuation Plans in place (PEEPs) Signage considers specific needs of pupils i.e. wheelchair users	JT + SEN Team / Class Teachers	Ongoing in response to pupils' need. Identified on entry to the school and reviewed annually.	PEEPs are accessible and up to date. Special signage is in place where necessary.
iii. improvements in the provision of information in a range of formats for disabled parents	1. Consult with parents when necessary to provide information in the appropriate format.	JT + SEN Team	Ongoing	Parents and pupils able to fully access information.
	2. Seek advice from outside agencies when necessary.			
	3. Consider adaptations for parents with disabilities: • SMS instead of telephone conversations • Email correspondence • Typeface/background colour changes			
	4. Consider adaptations for parents who have EAL: • Translation of documents sent home			