



SPARKENHOE COMMUNITY PRIMARY SCHOOL

ACCESSIBILITY PLAN 2025-2028

INTRODUCTION

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. 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 everyday activities.

The Accessibility Plan is listed as a statutory document of the Department of Education's guidance on statutory policies for schools. We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- Children's Act 1989
- Health and Social Care Act 2012
- Special Educational Needs (SEN) code of Practice (June 2014).

Legal background

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 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".

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

We believe that all children, including those with special educational needs have a common entitlement to a broad and balanced curriculum and should be able to access all aspects of school life. It is part of our school ethos to treat one another with respect and to ensure that all members of our school community feel safe, secure and have the opportunity to be the best that they can be.

This plan sets out the proposals of the Governing Body of the school to increase access to education for pupils with disabilities.

- Increasing the extent to which disabled pupils can participate in the school 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.
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access the education.
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not. The information should take account of the pupils disabilities and the preferred format of pupils and parents and be made available within a reasonable time frame. Examples are visual timetables, information about school events, homework and reading books.
- Sparkenhoe Primary School aims to treat all pupils, prospective pupils, staff, governors and other members of the school community favourably and wherever possible takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Building information

Saxby Building

The main entrance, Hall, Nursery, Foundation 2 classes and extended service are accessible for a child in a wheel chair. A lift is available as an alternative to steps, which is designed for wheel chair use to access Year 4 classrooms. There is on-site car parking for staff and visitors at the Saxby building. The main entrance features a secure lobby and has a wide entrance door. Internal corridors are accessible to wheelchair users with support, as doors are not automatic. There are disabled toilet facilities available, one in the entrance foyer and Nursery and one outside year 4 on the upper floor. There is a specialist hygiene room on the ground floor with a rise and fall changing bed and electric ceiling hoist.

Ark Building

This is all on the flat and is accessible for a child in a wheelchair. Includes a mobile access ramp to stage. The Ark has a disabled toilet in the main corridor.

Gopsall Building

The main entrance and one classroom on the ground floor are accessible for a child in a wheelchair. The rest of the building is not suitable for a wheelchair user. The Gopsall building has a disabled toilet at the rear of the building.

The school has been adapted for users with a visual impairment (e.g. contrasting colours on hand rails, highlighted edges). The external site is extensive and there is ramped access to all play areas although not all equipment is accessible to those with physical disabilities.

The school has internal emergency signage and escape routes are clearly marked. When necessary, individuals have Personal Evacuation Plans; these have been shared with staff and are available to see in classroom files.

Information from pupil data and staff audit

Our children come from a diverse range of backgrounds and have a diverse range of abilities and needs. These include, but not exclusively: asthma, eczema, social, emotional and mental health difficulties, hearing or visual impairment, ADHD, physical difficulties, muscular dystrophy, Downs Syndrome and ASD. We collect information from parents, carers and Early Years settings so that we are prepared for children when they arrive in school. We liaise with parents and professionals involved with the children to ensure that we provide the right care for their needs.

- The school has competent First Aiders who hold current First Aid certificates
- Nominated staff receive appropriate training to meet individual needs, for example, manual handling training.

Sparkenhoe Community Primary School

ACCESSIBILTY PLAN 2025 - 2028

Targets	Strategies	Outcome	Time Frame
EQUALITY AND INCLUSION			
To ensure that the accessibility plan becomes an annual item at Governors meeting	Clerk to governors to add list for meeting	Adherence to legislation	Annually
To Improve staff awareness of disability issues	Review staff training needs. Provide training for members of the school community as appropriate	Whole school community aware of issues	Ongoing
To ensure that all policies consider the implications of disability access	Consider during review of policies	Policies reflect current legislation	Ongoing
To ensure any children recovering from serious medical conditions have minimal risk of contracting infections	Parents to be reminded of need to inform school about infections that might cause problems	Children continue to make good recoveries	Ongoing
PHYSICAL ENVIRONMENT			
Incorporation of appropriate colour scheme to benefit pupils and parents with visual impairments	Seek Advice from LCC sensory support service on appropriate colour schemes, blinds, lighting	Classes are made accessible to visually impaired children and parents	Ongoing
Ensure emergency evacuation plan includes a strategy for evacuation of disabled pupils, staff, visitors, and community users	Seek advice from Health & Safety Advisor and LCC Purchase Evac sled	Policy includes strategy that ensures immediate exit or use of refuge	As needed and annual checks
Saxby building Adapt a current store room to WC and incorporate a rise and fall changing unit to ensure personal care for the pupils.	Provide training for staff to attend to pupils needs.	Wellbeing and personal care, independence and positive self-esteem. Maximum exposure to the curriculum. Staff wellbeing; reduction in lifting.	Complete Annual safety checks
Saxby Building Create a dedicated classroom by splitting Nursery space. To create an unobstructed space in which SEN pupils, or those with disabilities, can move freely and independently where appropriate.	Seek advice/quotes and gain Landlord consent	Clear boundaries for each activity and comfort for children who have these needs and additional space to move around. This ensures a comfortable distance between themselves and others, as well as a safe place to calm down.	Quotes in Progress

CURRICULUM

To continue to train staff to enable them to meet the needs of children with a range of SEN	SENCO to review the needs of children and provide training for staff as needed	Staff have the skills to enable all children to access the curriculum	Ongoing
To ensure that all children are able to access out of school activities. E.g clubs, trips, residential visits etc	Review of out of school provision to ensure compliance with legislation	All providers of out of school education will comply with legislation to ensure that the needs of all children are met	Ongoing
To provide specialist equipment to promote participation in learning by all pupils	Assess the needs of the children in each class and provide equipment as needed	Children will develop independent learning	Reviewed by SENCO

WRITTEN INFORMATION

To ensure all parents and other members of the community can access information	Written information will be provided in alternative formats as necessary	Written information will be provided in alternative formats as necessary	As Needed
Ensure parents who have a disability can access parents' meetings.	Staff to hold meeting on ground floor or by phone or video.	Parents are informed of children's progress	As Needed