



Stretton Shires School

Education: Accessibility Plan

Document Review Process	
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- › Increase the extent to which disabled pupils can participate in the curriculum
- › Improve the physical environment of the school to enable disabled pupils (visitors and staff) to take better advantage of education, benefits, facilities and services provided
- › Improve the availability of accessible information to disabled pupils (visitors and staff)

Our school aims to treat all its pupils (visitors and staff) fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At The Shires we are committed to enhancing the lives of all our young people so they can all become Curious, Confident, Communicators, learners, and adults. In our community this is known as “the 3 C’s”. We support our children to be:

- Safe – be safe, feel safe, and understand risk
- Understanding – be effective and successful communicators
- Kind – be kind to all around them, to understand and respect the needs of others
- Happy – be healthy and happy individuals who enjoy coming to school
- Ambitious – have goals and dreams for their futures and be supported to achieve them
- Successful – find regular achievement and celebrate this as part of a community

Paper or electronic copies of this document are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

The Shires is supported by its proprietors to ensure any proposed development aims are pupil in place.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising any concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff, visitors and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers a highly personalised and differentiated curriculum for all pupils. • The curriculum is reviewed to ensure it meets the needs of all pupils. • We use resources tailored to the needs of pupils who require support to access the curriculum. • Pupils, staff and parents are supported to develop their use of alternative communication systems such as visuals, Makaton, AAC. • Curriculum resources include examples of people with disabilities and pupils are supported to understand their own needs and the needs of others. • Curriculum progress is tracked for all pupils, regardless of development stage, disability or need. • Targets are set effectively and are appropriate for pupils with additional needs. 	<ul style="list-style-type: none"> • All new pupils to have a Pupil Enablement Plan linked to the Zones of Regulation Curriculum to increase ability to access learning opportunities provided. • All pupils to have a Communication Profile put in place by SALT to support curriculum access opportunities. • All pupils to have a Sensory Profile put in place by OT to support curriculum access opportunities. 	<ul style="list-style-type: none"> • Clinicians to work with teachers to develop Pupil Enablement Plans profiles linked to ZOR. • SALT input for all for all pupils (relevant to their universal/enhanced/ specialist offer) to produce personalized plan. • OT input for all for all pupils (relevant to their universal/enhanced/ specialist offer) to produce personalized plan. 	<ul style="list-style-type: none"> • Lead Clinician • SALT • OT 	<ul style="list-style-type: none"> • Summer Term 2025 • Summer Term 2025 • Summer Term 2025 	<ul style="list-style-type: none"> • Pupil Enablement Plan in place for every pupil. • Communication Profile in place for every pupil. • Sensory Profile in place for every pupil.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<ul style="list-style-type: none"> 'Autism Friendly' environment expectation set by the Head of Education Clutter free environments ASD friendly colour scheme in all classrooms. 	<ul style="list-style-type: none"> ASD friendly Wigit Symbol visuals on all doors/relevant spaces. Leaders to develop more all-weather accessible learning and regulation spaces within the outdoor spaces. 	<ul style="list-style-type: none"> Design, purchase and put in required locations. Propose and implement concepts for increasing and improving outdoor all-weather space development. 	<ul style="list-style-type: none"> SALT Headteacher & Head of Service 	<ul style="list-style-type: none"> Spring Term 2025 Summer Term 2025 	<ul style="list-style-type: none"> Wigit ASD friendly visuals in place across the school. Increased all-weather outdoor accessible provision.
Improve the delivery of information to pupils with a disability	<ul style="list-style-type: none"> Our school uses a range of communication methods to ensure information is accessible. This includes: High quality lesson resources that meet the reading stage of all pupils. Social stories to aid understanding of specific subject matter for all pupils. Visuals, AAC, Makaton embedded across the school to support aid pupils understanding of information. Use of videos and pictures to demonstrate progress made by pupils. 	<ul style="list-style-type: none"> Embed the use of Wigit as the school's single visual resource, to standardize symbol use across the school. 	<ul style="list-style-type: none"> Wigit license purchase for whole school. Training in Wigit use for whole school. 	<ul style="list-style-type: none"> SALT 	<ul style="list-style-type: none"> Winter Term 2024 	<ul style="list-style-type: none"> Wigit use embed across school.

4. Monitoring arrangements

This document will be reviewed every year, but may be reviewed and updated more frequently if necessary.
It will be approved by Chair of Governors.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality Policy
- Teaching and Learning Policy for Pupils with SEND (SEND Policy)
- Curriculum Policy
- Complaints Policy