



**WHERE STARS SHINE**

# ACCESSIBILITY POLICY & PLAN

<b>Policy Lead Committee:</b>	Local Academy Committee	<b>In consultation with:</b>	Senior Leadership Team
<b>Approved by:</b>	 L. Davies, Chair of Trustees	<b>Date:</b>	17 <sup>th</sup> July 2025
<b>Policy Date:</b>	Summer Term 2 2025	<b>Review Date:</b>	Summer Term 2 2028
<b>Review Frequency:</b>	3 Years		



**'WHERE STARS SHINE'**

---

## Contents

1. Introduction .....	3
UNITED NATIONS COVENTION ON THE RIGHTS of the CHILD .....	3
2. Purpose of the Accessibility Plan .....	4
3. Legislation and Guidance.....	4
4. Removing Barriers.....	5
5. The Accessibility Plan .....	5
6. The Physical Environment.....	6
7. Links with other Documents .....	6
8. Monitoring.....	6
Severnbanks Primary School Access Plan.....	7
Accessibility Audit.....	10

---



**'WHERE STARS SHINE'**

---

## **1. Introduction**

Severnbanks Primary School values the individuality of all of our pupils. We are committed to giving all of our pupils every opportunity to achieve the highest possible 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. The progress, achievements, attitudes and well-being of all our pupils matter. This policy helps to ensure that this school promotes the individuality of all our pupils, irrespective of ethnicity, religion, attainment, age, disability, gender or background.

This is a whole school policy – equality applies to all members of the school community, pupils, staff, governors, parents and community members.

### **UNITED NATIONS COVENTION ON THE RIGHTS of the CHILD**

#### **ARTICLE 23**

*Children who have any kind of disability have the right to special care and support, as well as all the rights in the Convention, so that they can live full and independent lives.*

#### **ARTICLE 28**

*All children have the right to a primary education. Discipline in schools should respect children's dignity. Young people should be encouraged to reach the highest level of education of which they are capable.*

#### **ARTICLE 29**

*Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.*



**'WHERE STARS SHINE'**

---

## **2. Purpose of the Accessibility Plan**

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 to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Severnbanks School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Severnbanks 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.

## **3. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers certain medical conditions when they have a long term and substantial effect on pupils' everyday lives.



**'WHERE STARS SHINE'**

---

Disability is not the same as special educational needs; not all children who are defined as having a disability have special educational needs, and vice versa.

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.

#### **4. Removing Barriers**

The school must make reasonable adjustments to ensure that pupils and members of staff and of the public are not disadvantaged.

Disabilities can limit the extent to which children are able to participate in the curriculum, and can impede the delivery of information. So, for example, if a child suffers from hearing loss, the teacher will always try and face the child when addressing the class, or, in severe cases, the teacher may wear a microphone and transmitter.

#### **5. The Accessibility Plan**

The Accessibility Plan covers the measures we have already taken, and are still taking, to improve our school. It sets out the proposals of the Local Academy Committee of our 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; 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;

A handwritten signature or set of initials, possibly 'AD', in black ink, located in the bottom right corner of the page.



**'WHERE STARS SHINE'**

---

- 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.

## **6. The Physical Environment**

We will endeavour to improve provision for disabled pupils and staff by developing the physical environment of the school, within the limits of the resources available.

This policy complies with the Severn Federation Academy Trust funding agreement and articles of association.

## **7. Links with other Documents**

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

- Individual Risk Assessments
- Health and Safety Policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs and disabilities (SEND) information report
- Supporting pupils with medical conditions policy

## **8. Monitoring**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.



**'WHERE STARS SHINE'**

It will be approved by the Board of Trustees

### Severnbanks Primary School Access Plan

To ensure equal access to the school, its buildings, grounds, events and communications, is available to children, parents and the wider community,

Target	Current good practice	Actions to be taken	Timescale & Responsibility	Success Criteria
Increase access to the curriculum for pupils with a disability	<p>We use teaching strategies to enhance learning and participation in a broad and balanced curriculum.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum. We review and adjust our provision dependent on the needs of individuals.</p> <p>We use language that does not offend, and we ensure that pupils are aware of the importance of language.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Fit Squad intervention</p>	<p>Create access plans for individual disabled children as part of the My Plan process, when and where necessary.</p> <p>Review library and reading resources – when purchasing new stock ensure that we provide books that contain positive images of people with disabilities.</p> <p>Look at a variety of fizzy programs/ Fit Squad to train more staff.</p> <p>Continue to train staff in First Aid and Paediatric First Aid ensuring we have</p>	<p>July 2027</p> <p>SENDCo</p> <p>Class Teachers</p>	<p>Individual My Plans / Risk assessments plans in place for all disabled pupils and all staff aware of all pupils' access needs.</p> <p>New books/resources purchased across school / library that provide positive images regarding disabilities.</p>



**'WHERE STARS SHINE'**

	<p>Fizzy programs provided in line with Occ Health advice.</p> <p>Staff follow the procedures both for the storage and administration of medicines to pupils.</p> <p>Procedures are in place for clearing away blood and other bodily substances.</p>	<p>staff to cover EYFS provision, Medical Room and all trips.</p> <p>Nappy bins to be obtained to be sited in EYFS areas to address needs of pupils in school with toileting issues.</p>		<p>Staff receive up to date training in first aid and paediatric first aid.</p> <p>Disposal service for nappies is in place.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required within the limitations of our building.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> </ul> <p>Meetings with disabled parents / professionals are arranged on the ground floor.</p>	<p>To improve provision within the EYFS – Provide new nursery toilets with disabled access.</p> <p>SENDCo / Class Teacher / Advisers / Parents meet to discuss needs in school – including specific layout of classroom environment to ensure accessibility.</p>	<p>SENDCo and Class Teachers</p> <p>July 2027</p>	<p>EYFS environment enables provision of access to all pupils.</p> <p>Clear transition processes in place for children that involves staff and parents.</p>
<p>Improve the delivery of communication / information to</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p>	<p>EYFS staff to use makaton.</p> <p>Provide training in this. Encourage parents to use at home.</p>	<p>EYFS staff.</p> <p>July 2027</p>	<p>Staff, children and parents are confident in using basic Makaton signing.</p>



**'WHERE STARS SHINE'**

<p>pupils and parents.</p>	<ul style="list-style-type: none"> <li>• visual timetables</li> <li>• coloured overlays</li> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>The school will liaise with specialists to support individual pupils. These include: Early Years help, physiotherapists, occupational therapists, educational psychologists, speech therapists, doctors, school nurse, CYPS, social workers, Hearing Impaired, Visually Impaired Services and Advisory Teaching Service.</p> <p>Where parents have access needs for communication including additional language, meetings etc, these are addressed by school staff.</p> <p>Information provided in additional languages when requested.</p>	<p>Specialists contacted as an when required in order to provide advice and support to enable staff to provide the appropriate education for our pupils.</p> <p>Provision made for all parents to fully access information and school activities.</p> <p>Translator provided where necessary for meetings.</p>
----------------------------	--	--	--



**'WHERE STARS SHINE'**

## Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	We are an ex secondary building with three floors.	Independent Fire & Safety and Health & Safety reviews undertaken. Actions placed on premises log to be addressed.  Ensure steps have clear warning tape on them.	Administrator	Annually
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre.	Corridors to be tidy and free from obstructions.	All staff	Daily
Lifts	No lifts	Continue to look at the viability / costings of adding a lift to school.	CFO/Trustees	-
Parking bays	Disabled bay provided.	Ensure bay kept clear for disabled use.	All staff	Daily
Entrance	Main entrance has wide door openings and a low	When new building projects take place improve the access arrangements; doors widened.	CFO	When building work takes place.



**'WHERE STARS SHINE'**

	access window compliant with DDA regulations.			
Internal signage	Widget symbols provided across school.	Ensure that these are kept visible across the school and positioned to inform children and those in wheelchairs.	SENDCo	Annually
Emergency escape routes	Emergency signs are clearly displayed throughout the school.  Emergency escape plans are visible in all rooms.	Plans revised during building work and all staff informed. Plans are to be reviewed after fire practices and updated where necessary.	Administration Staff	Annually

**This policy is available on the school website: [Severnbanks Primary School - Policies](#)  
 & the Severn Federation Academy Trust Website: [www.sfat.uk/policies](http://www.sfat.uk/policies)  
*Paper copies are available on request from the School Office***