



Shakespeare Primary School and Nursery Accessibility Policy and Plan 2022-2025

Statement:	Accessibility Policy
This statement will be reviewed:	September 2025
Governor committee responsibility:	Pupil Support Sub-Committee

Please read in conjunction with SEND Policy, Medical Needs Policy and Intimate Care Policy.

Ratified by Shakespeare Primary School Governors in October 2024

Introduction

At Shakespeare Primary School and Nursery our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child achieves their full potential. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We celebrate everyone's individuality and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan.

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".

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 day-to-day activities.

The Accessibility Plan is structured to support the school's equality objectives.

Objectives

Shakespeare Primary School and Nursery is committed to providing an environment that enables full curriculum access and values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parents' and child's right to confidentiality.

The Shakespeare Primary School and Nursery Accessibility Plan shows how access to the school is to be improved for pupils, staff and visitors with a disability. It anticipates the need to make reasonable adjustments to accommodate their needs where possible.

The Accessibility Plan contains relevant and timely actions to:

- ✦ Increase access to the curriculum for pupils with a physical disability and/or sensory impairments. Expand the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils. This covers teaching, learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- ✦ Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- ✦ Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe.

The Shakespeare Primary School and Nursery Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. The Deputy Head Teacher for Inclusion, Business Manager and LCC Access Team carried out an Access Audit in June 2024.

Training will recognise the need to continue raising awareness for staff on equality issues.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Pupil Support Committee.

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

The priorities for the Accessibility Plan for our school were identified by:

- The Governing Body
- Head Teacher
- Deputy Head Teacher for Inclusion
- School Business Manager



Shakespeare Primary School and Nursery Accessibility Plan

Ref	Priority	Strategy/Action	Timescale	Responsibility	Cost
1	Access into school and reception to be fully compliant.	New school building meets all accessibility regulations.	Actioned	N/A	Nil
	Ensure external paving, kerbs and pathways and internal floors are maintained to avoid trip hazards.	Caretaker to check and record on a regular basis	On going	Business Manager	Nil
	Ensure adequate number of disabled parking bays are accessible at all times	Visual check by Caretaker	On going	Caretaker	Nil
	Ensure during inclement weather conditions external surfaces are treated/cleared to reduce risk of slips, trips and falls.	Contract with external grounds maintenance provider for gritting and snow clearance.	As & when required	Business Manager	Gritting & snow clearance costs negotiated with external provider
	Maintenance of lifts	Preventative maintenance to be carried out as per statutory requirements	On going	Business Manager	Included in SLA with LCC LBS
2	All pupils, staff and visitors with a disability can be safely evacuated.	Personal Emergency Evacuation Plans (PEEPS) in place for all pupils and staff with a disability. Ensure all staff are familiar with PEEPS that are in place.	As required	Deputy Head Teacher for Inclusion	Time of Deputy Head Teacher for Inclusion
3	All staff are aware of curriculum access for children with a disability.	Complete individual access plans for pupils when required. Information sharing with relevant staff and agencies.	As required	Deputy Head Teacher for Inclusion	Time of Deputy Head Teacher for Inclusion
4	Use ICT software and assistive technology to support access to the school curriculum for pupils and staff.	Software/resources are available as required. Staff are supported in their use of ICT by the IT Support Manager.	As required	Deputy Head Teacher for Inclusion and IT	Time of Deputy Head Teacher for Inclusion and IT

Ref	Priority	Strategy/Action	Timescale	Responsibility	Cost
5	Educational Visits will be accessible to all	<p>Staff use Evolve to ensure the needs of children are identified and adjustments are made to meet their needs.</p> <p>Discussion with external provider(s) regarding adjustments.</p> <p>Appropriate risk assessments to ensure safety and suitability.</p>	As required	Phase Leaders Teachers	Time of Phase Leaders and Teachers
6	The PE curriculum is accessible to all.	<p>Staff to plan and deliver lessons that ensure the participation of all children and development of their skills at an appropriate level.</p> <p>Individual risk assessments in place as appropriate.</p>	<p>Ongoing</p> <p>As required</p>	Teachers	Time of Teachers

