



Accessibility Plan

Part of SHINE Multi Academy Trust

Company number 081634448



Management log

Document	Accessibility Plan
Author	Headteacher and SENCO
Person responsible for the policy	Headteacher
Approved by	Debi Maddocks
Date approved	04.02.26
Date issued	05.02.26
Review period	Every three-years
Next review	Spring 2029
Reviewer	Headteacher
Signed	Signed
Debi Maddocks	Jane Grundy
Chair of the Local Governing Body	Headteacher

Related Policies

- Risk Assessments
- Intimate Care
- Equality
- Health and Safety
- Special Educational Needs
- Special Educational Information Report
- Keeping our Academies Safe
- Offsite visits
- Behaviour
- Parent/Carer Handbook

All above policies are available through our academies local servers, directly through SHINE or through the Trust website www.shine-mat.com

Contents

1.	Equality	4
2.	Aims of the accessibility plan	4
3.	School Vision	5
4.	Legislation and guidance	5
5.	Definition of Disability	6
6.	Current Range of Known Disabilities	6
7.	Aim One	7
8.	Aim Two	10
9.	Aim Three	11

1. Equality

The SHINE Multi Academy Trust (SHINE) and its academies are committed to promoting equal opportunities and all stakeholders¹ will receive equal treatment regardless of age, disability, gender reassignment, marital or civil partner status, pregnancy or maternity, race, colour, nationality, ethnic or national origin, religion or belief, sex or sexual orientation (protected characteristics).

2. Aims 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 children can participate in the curriculum
- improve the physical environment of the school to enable disabled children to take better advantage of education, benefits, facilities and services provided
- improve the availability of accessible information to disabled children

At Ironville and Codnor Park Primary School we want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'.

We actively seek to remove the barriers to learning and participation that can hinder or exclude individual children, or groups of children. This means that equality of opportunity must be a reality for all our children, and this of course includes children with disabilities.

We will do our best to anticipate the needs of a child or staff member with disabilities before they join the school.

¹ SHINE defines stakeholders as anyone who is invested in the welfare and success of SHINE and its children, including premises staff, administrators, teachers, support staff, children, parents/carers, families, community members, businesses, and elected officials such as school board members, city councillors, and state representatives.

School Vision

A first class education for children who care about themselves, each other and the world in which they live.

To build a safe, caring and inspiring community of children who:

Believe – they are unique, believe in other people and the world around them;

Achieve – their full potential and enjoy learning;

Succeed – in becoming the person they want to be.

School Aims

To provide a broad and balanced experience-based curriculum.

To engage parents and carers in their children's learning.

To actively promote high standards of achievement and good behaviour.

To work with the local community to help our children grow into good citizens.

To treat everyone with kindness, respect and tolerance.

To encourage creative, challenging and enquiring minds.

To promote a healthy lifestyle.

To provide a model of lifelong learning that promotes resilience and independence.

To empower children to have a voice.

To learn, have fun and be happy!

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.

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 children with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled child faces in comparison with non-disabled children. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

4. Definition of Disability

A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

5. Current Range of Known Disabilities

The school community has a range of disabilities which include physical disability and moderate and specific learning disabilities.

6. Aim One

Increasing access for disabled children to the school curriculum (this 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 teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been supported to attend age-appropriate after-school clubs, leisure and cultural activities and educational visits. Exceptions occur only when a child has breached the school's RESPECT behaviour expectations, where a short-term suspension from a club may be used as an appropriate sanction to ensure the safety and wellbeing of others, or when a child's behaviour presents a risk of significant harm to themselves or others.

A child may be unable to take part in an educational visit if a specific risk assessment indicates that their participation would present a risk to their own physical safety or to the safety of others. In such circumstances, advice would be sought to identify the most appropriate alternative experience for the child.

Targets	Strategies/Actions	Timescale	Responsibilities	Success Criteria
To liaise with nursery providers and conduct home visits to review potential intake for each September intake.	<ul style="list-style-type: none"> To identify children who may need additional or different provision and put necessary actions in place. 	September 2026 2027 2028	SENCO EYFS Co-ordinator Family Support Worker	Procedures, equipment and alternative provision in place for September of each year
To further improve the school's provision for children with neurodiversity.	<ul style="list-style-type: none"> Work with Inclusion Support Advisory Service to identify current good practice and areas for development. Involve parents/carers during SEND reviews and Early Help provision. Develop risk assessments/safety plans where appropriate. Adaptive teaching in class. Provide necessary resources. 	July 2027	SENCO Family Support Workers	All staff are trained and skilled with managing children with neurodiversity. Children with neurodiversity to be included in all aspects of the school day.

To support children in integrating into after school clubs.	<ul style="list-style-type: none"> • Ensure leaders of the club are aware of the child's one page profile, risk assessment and/or behaviour plan. • PE coach to liaise with the SENCO regarding the children in their after school club. • Adaptive teaching within clubs. 	Ongoing	SENCO Office Administrator PE coach Club leaders	The vast majority of after schools are accessible to all children.
To further improve the school's provision for children who display challenging behaviour.	<ul style="list-style-type: none"> • Work with Inclusion Support Advisory Service to identify current good practice and areas for development. • Training on Restorative Practice. • INSET day on Safer Handling training. • Involve parents/carers during SEND reviews and Early Help provision. • Develop risk assessments/safety plans where appropriate. • Develop the structure of provision at playtimes and lunchtimes. 	July 2027	SENCO Family Support Workers PE Co-ordinator Headteacher	The number of suspensions reduces year on year, especially for children with SEND. The number of 'reds' reduces year on year, especially children with SEND.
Training for Governors in terms of raising awareness of disability issues.	<ul style="list-style-type: none"> • Provide training for governors. • Named governor for SEND, review with SENCO provision for children with physical or learning disability. • Governors to attend an inclusion walk with the SENCO. 	July 2027	Clerk to Governors SENCO	Governors will understand the importance of inclusion and what makes an inclusive school.
All teachers are teachers of every child in their class including children with a disability.	<ul style="list-style-type: none"> • Adaptive teaching within class. • Liaise with specialist advisory services regarding inclusion and teaching methods. • Work with Inclusion Support Advisory Service to identify current good practice and areas for development. • Teachers manage the human and practical resources within their classroom. 	Continuous	Class teachers Headteacher SENCO	The needs of disabled children are met and systems put into place to ensure they achieve to the best of their ability.

<p>To further improve the school's provision for staff with neurodiversity.</p>	<ul style="list-style-type: none"> • Work with the Trust on improving the induction process for staff with neurodiversity. • Offer a meeting with staff when they start at school regarding any adaptations they might feel helpful. Share with the team if they would like this. • Trust to provide senior leads with training around adults with neurodiversity. 	<p>July 2027</p>	<p>SHINE HR Headteacher</p>	<p>Staff with a neurodiversity feel that their needs are understood within in the work environment.</p>
---	---	------------------	---------------------------------	---

7. Aim Two

Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)

Targets	Strategies/Actions	Timescale	Responsibilities	Success Criteria
To be aware of the access needs of disabled children, staff, governors, parents/carers and visitors.	<ul style="list-style-type: none"> • Create access plans for individual disabled children as part of the IPP process when required. • Be aware of staff, governor's and parent's access needs and meet as appropriate. • Through questions and discussion find about the access needs of parents/carers during new starter home visits. • Consider access needs during recruitment process. • Add statement on any parents/carers events about letting school know if they have any access needs. 	As required	Headteacher SENCO Family Support Worker Clerk to Governors	Access needs of disabled children, staff, governors, parents/carers and visitors are met and they are fully included.
Ensure that any changes to the school allow access for all children, staff and visitors.	<ul style="list-style-type: none"> • Ensure that as part of the planning process for any changes to the school buildings the school takes into account the needs and potential needs of children staff and visitors with a disability • Take advice on how to make the school entrance more accessible to visitors in a wheelchair. 	As changes are planned July 2027	Headteacher Office Administrator	Future changes to the school will further enhance access for all children, staff and visitors. Visitors with disabilities are able to gain access to the school site independently.

8. Aim Three

Improving the delivery of written information to disabled children (this will include planning to make written information that is normally provided by the school to its children available to disabled children. The information should take account of children’s disabilities and children’ and parents’ preferred formats and be made available within a reasonable time frame

Targets	Strategies/Actions	Timescale	Responsibilities	Success Criteria
Make available alternative formats for written material for children if required.	<ul style="list-style-type: none"> The school will make itself aware of the services available through the LA/SHINE Multi-Academy Trust for converting information. Teachers adapt written materials according to children’s needs or provide alternatives. 	As required	Headteacher Office Administrator Class teachers	The school will be able to provide written information in different formats when required such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours.
Review all written information for parents/carers and visitors to ensure it is accessible to all.	<ul style="list-style-type: none"> Provide information in clear print and plain English. Provided information using a translation tool when needed. Offer support to parents/carers to enable them to access information and complete school forms. Ensure that the website and all documents linked to it are as clear and accessible as possible. Ensure that the school works with SHINE Multi-Academy Trust for parents who do not speak English. 	Continuous	Headteacher Office Administrator SLT	Parents/carers complete forms and are aware of all events taking place in the school.

<p>To further improve the school's provision for children with visual or hearing impairment.</p>	<ul style="list-style-type: none"> • Get advice from Hearing and Vision Support Service on alternative formats and use of IT software to produce customised materials • Appropriate adaptations are made throughout the curriculum and wider school experiences. 	<p>As required</p>	<p>SENCO Class teachers</p>	<p>Staff are more effective in meeting the needs of children with visual or hearing impairment.</p>
<p>To further improve the school's provision for staff with visual or hearing impairment.</p>	<ul style="list-style-type: none"> • Work with the Trust on improving the induction process for staff with visual or hearing impairment. • Offer a meeting with staff when they start at school regarding any adaptations they might feel helpful. Share with the team if they would like this. • Work with Access to Work. 	<p>July 2027</p>	<p>SHINE HR Headteacher</p>	<p>Staff with visual or hearing impairment feel that their needs are understood within in the work environment.</p>
<p>Ensure staff are aware of official communication systems for children who cannot communicate verbally.</p>	<ul style="list-style-type: none"> • Training and advice from the Speech and Language Therapy (SALT) service and/or special services. • Appropriate adaptations are made throughout the curriculum and wider school experiences. 	<p>As required</p>	<p>SENCO Class teachers</p>	<p>Staff are more effective in meeting the needs of children who require alternative communication systems.</p>
<p>Create a role of a lead TA for EAL children.</p>	<ul style="list-style-type: none"> • Work with Inclusion Support Advisory Service to identify current good practice and areas for development. • TA to work with SHINE Multi- Academy schools to support their development with becoming an EAL lead TA. • Disseminate information across the school to ensure that children with EAL are fully included and have support for development of communication skills. 	<p>July 2027</p>	<p>SENCO TA</p>	<p>School is more effective in meeting the needs of EAL children.</p>

