

# Shap Endowed C of E School

## Accessibility Plan

Plan: Autumn 2025

Review Date: Autumn 2026

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REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
4	Reviewed with minor restructuring and updated to include information relating to the Public Sector Equality Duty	September 2023
5	Added links to EYFS curriculum	October 2024
6	Updated link to Early Years Foundation Stage Statutory Framework (Effective 01 September 2025) Aims and actions updated (to be reviewed annually, completed within 3 years)	October 2025

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## Introduction

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in several ways. The overriding principle of equalities legislation is generally one of equal treatment. However, the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

- The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition.
- Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
- Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
- From September 2012 schools and local authorities are under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEND.

As in previous legislation a school must not discriminate against a pupil because of something that is a consequence of their disability.

It is unlawful for a school to treat a disabled pupil unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but a school could justify indirect discrimination against a disabled pupil, and discrimination arising from a disability, if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

## Definition of Disability

Under the Equality Act 2010: a person has a disability if:

- They have a physical or mental impairment,
- The impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'Substantial' means more than minor or trivial.
- 'Long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions).
- 'Normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition, there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a pupil is disabled, but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairments are automatically deemed to be disabled.



### Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

The Governors of Shap Endowed C of E School are also keen to ensure that the Accessibility Plan creates associated improvements for disabled staff, visitors, parents, carers and other family and community members.

### Aims of the accessibility plan

We strive to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.



## Shap CE School Vision

**“With Children and the church at the heart of our school, we are living in harmony (Romans 12:16) within our community; nurturing one another to create an environment from which all can soar”**

In Shap Endowed CE Primary School, we have a commitment to equal opportunities for all members of the school community and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:

- Increase the extent to which disabled pupils can participate in the different areas of the national curriculum.
- Increase access to extra-curricular activities and the wider school curriculum.
- Improve the physical environment of schools/settings to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- Improve the availability of accessible information to disabled pupils.

### Purpose of Plan

This plan shows how Shap Endowed C of E School is committed to working together to provide an accessible, inclusive education for all pupils. We aim for pupils with disabilities to participate in every aspect of school life and therefore are committed to:

- Reducing and eliminating barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.
- Providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- Providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework ([Click here to access](#)) and the Early Years Foundation Stage Statutory Framework ( [Click here to access](#)) which underpin the development of a more inclusive curriculum:
  - Setting suitable learning challenges.
  - Responding to a pupil's diverse learning needs.
  - Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

### School Context

Shap Endowed C of E Primary School has been extended on a number of occasions. The most recent addition to the school was a community classroom which is now used for Wraparound care and Staff PPA time, this is only accessible by a staircase.

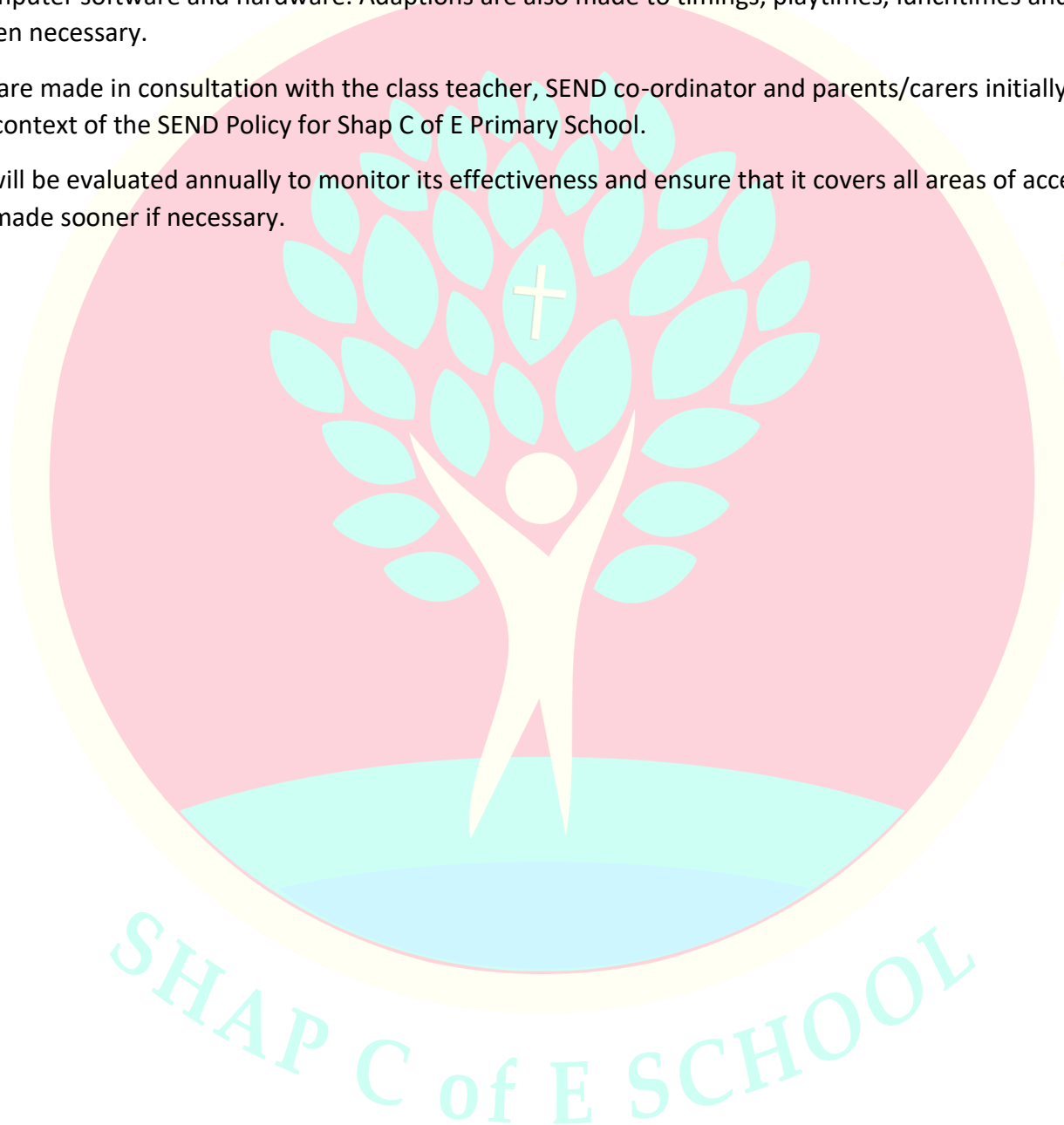
All but one entrance to the school have level or ramp access and there is an accessible toilet situated on the ground floor.

At present we have no wheelchair dependent pupils, parents or members of staff but in the past we have had a pupil who used a wheelchair and the classroom space was arranged to give the child full access.

For a child's specific needs, necessary adaptations are made to the curriculum and equipment to ensure full access e.g. photocopying onto coloured paper for dyslexic pupils, and computer software and hardware. Adaptions are also made to timings, playtimes, lunchtimes and educational visits to support children with specific needs when necessary.

Adaptions for learning are made in consultation with the class teacher, SEND co-ordinator and parents/carers initially and where necessary with the governing body in the context of the SEND Policy for Shap C of E Primary School.

This accessibility plan will be evaluated annually to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school and any amendments made sooner if necessary.



**Aim 1: Equality, Inclusion and Independence**

To ensure pupils with disabilities and additional needs can access, participate and achieve fully in a broad, balanced and ambitious curriculum, developing independence and confidence in their learning.

At Shap Endowed C of E Primary School, we continue to be committed to enabling every child to flourish and “soar” within our inclusive Christian community. We aim to go beyond participation, ensuring pupils with disabilities experience *equitable access* to high-quality teaching, adaptive resources, and opportunities for independence across the curriculum and wider school life. Our focus this year is on embedding adaptive teaching, improving digital accessibility, and strengthening pupil and parent voice in shaping provision.

Target	Strategy	Success Criteria	Key People Involved	Monitoring and Evaluation
Ensure adaptive teaching supports pupils with disabilities and SEND	Provide CPD on adaptive teaching approaches (including use of scaffolding, technology, and classroom adaptations). Model examples in staff meetings.	Evidence from learning walks, book looks, and pupil voice shows adaptive teaching embedded across classes.	Headteacher / SENDCo, Teaching Staff	Monitoring through lesson observations and SEND reviews.
Improve digital accessibility for all learners	Audit digital learning tools and accessibility features (e.g. screen readers, voice-to-text, font size/contrast). Provide staff training and update provision map accordingly.	Pupils with disabilities can access online and digital learning materials independently.	SENDCo, Computing Lead, IT Support (SystemsIT)	SENDCo reports to governors; feedback from pupils and staff.
Strengthen pupil and parent voice in SEND provision	Introduce structured pupil voice activities and SEND parent feedback sessions each term. Share outcomes with staff and governors.	Pupil and parent feedback evidences that their views shape provision. Actions logged and reviewed.	SENDCo, Class Teachers, Governors	Minutes from meetings; evidence of follow-up actions.
Review accessibility of extra-curricular and enrichment opportunities	Audit clubs, trips, and events to ensure inclusion and suitable adaptations.	All pupils can access enrichment opportunities; adjustments made where necessary.	Club Leads, Educational Visits Coordinator	Termly inclusion report to governors.

Maintain strong collaboration with external agencies	Continue multi-agency working, including timely referrals and implementation of advice.	Agencies report effective collaboration and impact on pupil progress.	SENDCo, Class Teachers	EHCP/SEND review evidence.
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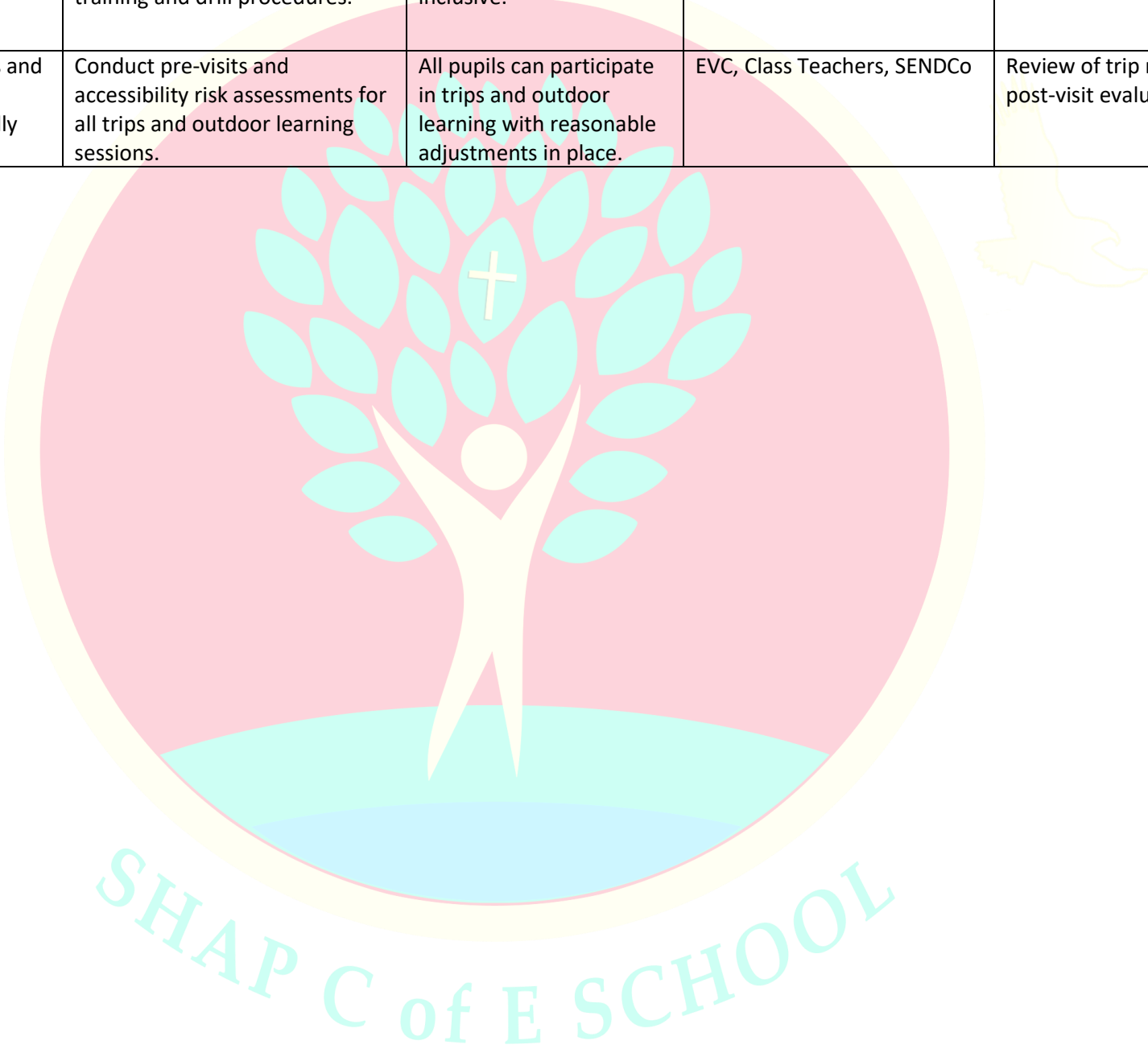
**Aim 2: Physical Environment and Accessibility**

To ensure that the school's physical environment continues to enable access, participation and wellbeing for all pupils, staff and visitors, including those with disabilities or sensory needs.

At Shap Endowed C of E Primary School, we are committed to maintaining and improving a physical environment that promotes inclusion, independence and safety. Our school environment should support the physical, emotional and sensory needs of every learner, ensuring all children can move around, learn and play without barriers. We continue to review our facilities, resources and equipment in consultation with staff, pupils, parents and external professionals to ensure accessibility and sustainability.

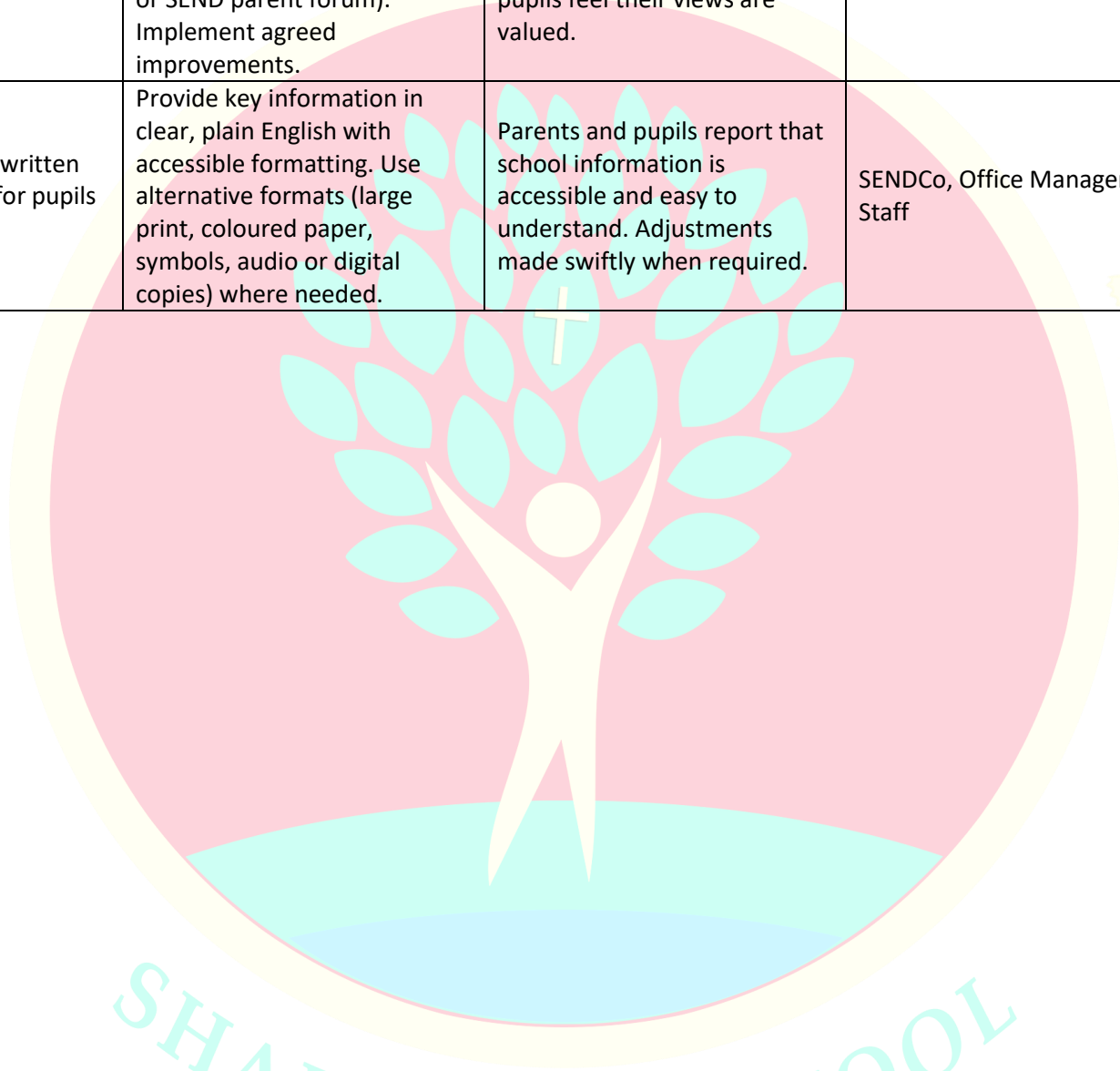
Target	Strategy	Success Criteria	Key people involved	Monitoring and Evaluation
Ensure the school environment continues to meet the needs of all users	Conduct annual accessibility audit and review site development plans to ensure physical access, lighting, acoustics, colour contrast and classroom layout remain inclusive. Include sensory considerations (quiet zones, visual supports, etc.).	School site remains fully accessible, with adjustments made in response to audit findings or pupil needs.	Headteacher/ SENDCo, Resources Committee, Governors	Audit findings shared with governors; actions recorded and monitored.
Improve sensory accessibility and comfort for pupils with additional needs	Identify sensory triggers (noise, lighting, seating arrangements) and implement calming zones (Sensory Corridor and Sensory Room in The Nest)	Pupils with sensory needs are supported and can regulate within the school environment.	SENDCo, Class Teachers, Support Staff	Feedback from staff, pupils and parents; observed impact on pupil regulation.
Ensure accessibility considerations remain central to Resources and capital planning	Incorporate accessibility criteria into all improvement projects, procurement, and maintenance plans.	New projects demonstrate compliance with Equality Act 2010 and support inclusive learning spaces.	Headteacher, Office Manager, Resources Committee	Governor reports and maintenance reviews evidence compliance.
Review access and safety for pupils with temporary or long-term physical needs	Conduct individual risk assessments (e.g. following injury or medical treatment) and implement temporary adjustments as needed.	Pupils with short-term or ongoing needs can move safely and participate fully.	Headteacher / SENDCo, Class Teachers	Case reviews and family feedback.
Ensure personal emergency evacuation plans (PEEPs) are current and effective	Review and update all PEEPs annually and when needs	PEEPs are up to date and understood by staff. Evacuation procedures	Office Manager, SENDCo, All Staff	Fire drill records; governor monitoring.

	change. Include new staff in training and drill procedures.	are effective and inclusive.		
Ensure educational visits and outdoor learning environments remain fully accessible	Conduct pre-visits and accessibility risk assessments for all trips and outdoor learning sessions.	All pupils can participate in trips and outdoor learning with reasonable adjustments in place.	EVC, Class Teachers, SENDCo	Review of trip risk assessments and post-visit evaluations.



<b>Aim 3: Communication and Access to Information</b>				
To ensure that all pupils, parents, staff, and visitors, including those with disabilities or additional needs, can access information about learning, school life, and wellbeing in formats that are clear, inclusive, and responsive to individual needs.				
At Shap Endowed C of E Primary School, we are committed to making all forms of communication accessible. This includes classroom materials, newsletters, digital information, and correspondence with families. We recognise that access to information is key to inclusion and that adapting our communication to meet the needs of our community enables every pupil and family to feel valued and informed.				
Target	Strategy	Success Criteria	Key people involved	Monitoring and Evaluation
Improve accessibility of written and digital information for pupils and families	Provide key information in clear, plain English with accessible formatting. Use alternative formats (large print, coloured paper, symbols, audio or digital copies) where needed.	Parents and pupils report that school information is accessible and easy to understand. Adjustments made swiftly when required.	SENDCo, Office Manager, All Staff	Annual parent questionnaire; SENDCo feedback to governors.
Ensure classroom learning materials are accessible to all pupils	Continue to adapt classroom resources (e.g. fonts, layouts, visual supports, audio tools, subtitles) to meet individual learning or sensory needs.	Pupils with disabilities can independently access learning materials. Classroom evidence shows consistent adaptation.	Class Teachers, SENDCo, Support Staff	Learning walks and SEND reviews.
Strengthen digital accessibility and online communication	Work with website provider to ensure the school website meets accessibility standards (contrast, text alternatives, readability, navigation). Explore accessible options for newsletters and remote learning tools.	Website and digital communications comply with accessibility standards and are user-friendly for all families.	Headteacher / SENDCo, Web Provider	Annual website review; parent feedback.
Ensure accurate and up-to-date information sharing about pupils with disabilities	Maintain updated SEND and medical records, ensuring new teachers receive transition information promptly. Display key medical/allergy information securely and appropriately.	Staff are fully aware of pupils' needs; continuity of support is maintained through transitions.	SENDCo, Class Teachers, Office Manager	Termly SEND reviews and safeguarding audits.
Promote inclusive communication and feedback channels	Seek pupil and parent feedback on accessibility of	Feedback evidences that communication meets the	SENDCo, Governors	Annual report to governing body and action review.

	information (through surveys or SEND parent forum). Implement agreed improvements.	needs of all. Parents and pupils feel their views are valued.		
Improve accessibility of written and digital information for pupils and families	Provide key information in clear, plain English with accessible formatting. Use alternative formats (large print, coloured paper, symbols, audio or digital copies) where needed.	Parents and pupils report that school information is accessible and easy to understand. Adjustments made swiftly when required.	SENDCo, Office Manager, All Staff	Annual parent questionnaire; SENDCo feedback to governors.



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