

Sandown Primary School and Nursery Accessibility Plan 2025-2028



Policy Contact Person	Mr Charlie Lindsay
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SANDOWN PRIMARY SCHOOL

Accessibility Plan 2025-2028

1: Introduction

The SEN and Disability Act 2001 (SENDA) extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the 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;
- 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.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan showing how the school will address the priorities identified in the plan.

2: Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) as follows:

"A person has a disability 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 carry out normal day to day activities."

3: Key Objective

To reduce and, where possible, eliminate barriers to accessing the curriculum and to full participation in the school community for current and prospective pupils and students, and adult users with a disability.

4: Key Principles

- a. Compliance with the DDA is consistent with the school's aims and Equality Policy, and the operation of the school's Inclusion & SEN Policy.

- b. The school acknowledges its range of duties and responsibilities for its pupils and students under the DDA (as amended by SENDA), and the requirement to publish an Accessibility Plan.
- c. In performing their duties, governors and staff will have regard to the “Code of Practice for Schools: Disability Discrimination Act 1995, Part 4” (Disability Rights Commission 2002). The Code sets out what is meant by disability discrimination and ‘*reasonable adjustments*’ which schools may need to make to their policies and practices to avoid putting pupils with disabilities at a substantial disadvantage.
- d. The school recognises and values parents' and carers' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
- e. The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and that endorses the key inclusion and access principles in the National Curriculum 2013 Primary Framework, as summarised below, which underpin the development of a more inclusive curriculum by:
- setting suitable learning challenges;
 - responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils;
 - taking account of duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.
 - planning, resourcing and teaching lessons which account for individual needs and which ensure that there are no barriers to every pupil achieving, regardless of special educational need or disability;
 - taking account of the needs of pupils whose first language is not English with associated progress monitoring that takes account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.
 - planning teaching opportunities for pupils for whom English is an additional language to help them develop their English and communication skills to a level commensurate with their abilities and that aim to provide the support pupils need to take part in all subjects.

Accessibility Action Plan

Improving access to the physical environment

Physical Environment Access: Short Term				
Targets	Actions	Timescale by:	Responsibility	Outcomes/Impact
To provide a play area that all pupils can use in all weathers.	MUGA – Multi Use Games Area to enable all pupils to participate in physical activities/PE throughout the year.	July 2026	School Business Manager PE Subject leader Site Manager Headteacher	Partially met – target ongoing. Planning application underway (November 2025).

Physical Environment Access: Medium Term				
Targets	Actions	Timescale by:	Responsibility	Outcomes/Impact
To ensure the site is secure yet accessible for all members of the school community.	Improved reliance of the pedestrian gates. Ensure the pedestrian gate opens and closes smoothly and gives time for all to enter and leave before closing.	September 2026	Site Manager Headteacher	

Physical Environment Access: Long Term				
Targets	Strategies	Timescale by:	Responsibility	Outcomes/Impact
To ensure safe playgrounds for physically disabled pupils.	To resurface and remodel the top KS1 Playground. Remove unsightly fencing / barriers and sheds.	September 2027	School Business Manager Reception teachers Site manager	

Improving access to the curriculum

Curriculum Access: Short Term				
Targets	Actions	Timescale by:	Responsibility	Outcomes/Impact
Ensure curriculum in all subjects is accessible to all				

Improving access to information

Curriculum Access: Medium Term				
Targets	Actions	Timescale by:	Responsibility	Outcomes/Impact
Ensure curriculum in all subjects is accessible to all	SENCo to develop subject leader knowledge in delivering an accessible curriculum in their subject area. Ensure newly appointed Subject Leaders have an understanding of alternative ways to record to ensure all pupils can access a broad and balanced curriculum.	July 2023	SENCo	Accountability and Professional Development: Findings from the learning walks have been used as part of the appraisal process for subject leaders. This has strengthened accountability and promoted reflective practice, ensuring SEND provision remains a priority in subject leadership.

				Strategic Oversight and Governance: The outcomes and impact of this collaborative work have been shared with governors, enhancing their understanding of SEND provision and enabling more informed strategic oversight and challenge.
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Curriculum Access: Long Term				
Targets	Actions	Timescale by:	Responsibility	Outcomes
Ensure curriculum in all subjects is accessible to all	SENCo to work with cohesive curriculum leader. Monitoring by SENCo and Cohesive Curriculum Lead.	July 2024		Whole-School Culture of Inclusion: This initiative has fostered a culture of shared responsibility for inclusive teaching, moving beyond the remit of the SENCo alone. Subject leaders are now more confident and proactive in supporting

				learners with additional needs within their disciplines.
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Information Access: Short Term				
Targets	Actions	Timescale by:	Responsibility	Outcomes
Google/Dojo translate to ensure all families can access information	Ensure all staff and families are aware of and know how to use translation apps to communicate between home and school where necessary	Ongoing	Attendance officer	

Curriculum Access: Medium Term				
Targets	Actions	Timescale by:	Responsibility	Outcomes
Improve adult literacy amongst our school community to enable all families to be able to read information shares between home and school	Send out a 5-question questionnaire to gather parent voice re literacy levels / barriers etc. Work with the local adult literacy charity, Read Easy, to support parents wishing to improve personal literacy levels to ensure information can be accessed.	July 2023	KT	Target Not Met. Despite parent surveys / questionnaires and approaching key parents face to face there was no uptake for this.