



SHAW RIDGE SCHOOL ACCESSIBILITY PLAN

2025 to 2028

1. Introduction

At Shaw Ridge Primary School we are committed to giving all our children every opportunity to achieve the highest of 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 of all children. The achievements, attitudes and well-being of all our children matter. Shaw Ridge Primary School promotes the individuality of all, irrespective of ethnicity, attainment, age, disability, gender or background.

The SEND Code of Practice: 0 to 25 years, published in January 2015 cites the Equality Act 2010 stating that children who have SEN may have a disability – that is... 'a physical or mental impairment which has a long term and substantial adverse effect on the ability to carry out normal day-to-day activities. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. In accordance with The SEN and Disability Act 2001 which extended the Disability Discrimination Act 1995 (DDA), the staff at Shaw Ridge Primary School, alongside the Governing Body have three key duties towards disabled pupils:

- 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 means that:

- we will increase the extent to which disabled pupils can participate in the school curriculum.
- improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improve the delivery of information to disabled pupils

We take advice on support needed for children with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school.

Our Accessibility Plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support
- The SENCO has an overview of the needs of disabled pupils
- There are high expectations
- There is appropriate deployment and training of teaching assistants
- The successful practice is shared within the school
- Disabled pupils have access to extra-curricular activities

2 Improving curriculum provision

2.1 Current provision at Shaw Ridge

At Shaw Ridge School our policy of inclusion means children with disabilities are included as a part of their assigned class, working alongside and with their peers and participating in the sessions planned for by the class teacher. Some children are directly supported by a Teaching Assistant according to their needs to allow access to the curriculum and activities. This is directed and supported by the class teacher.

Teaching and learning is adapted for varying needs and abilities and quality teaching materials suitable for the individual are made available, e.g. enlarged texts for visually impaired children. All children are encouraged to participate in the whole curriculum with support as is relevant and necessary for the child. School visits and after school clubs are open to all.

Currently training is organised and made available to staff as the need arises. Where pupils join us with particular needs we seek to organise training for the whole staff and also for the identified Class Teacher/ Teaching Assistants. Training will be made available to support and update staff annually as the child moves through the school.

2.2 Shaw Ridge Strategy plan for participation in the curriculum

	TARGET	WHO/WHEN	STRATEGIES	OUTCOME
2.3.1	Ensure that children learning remotely have access to the full curriculum	SENCO, Class Teachers, SLT	Provision of electronic devices, and physical resources to support home learning. Online lessons delivered via teams as required and opportunities provided to socialise safely with peers through teams.	Children have access to appropriate resources to enable them to engage in learning. Children have access to safe online social interactions with peers
2.3.2	To monitor planning, teaching and curriculum policies across the school to establish levels of inclusion and provision for children with disabilities. i.e. Visually impaired children.	All Subject Leaders – ongoing SENCO	To monitor teachers' planning for inclusion and disabilities provision. To ensure policies identify opportunities for inclusion of special provision.	Teachers plan and implement an inclusion curriculum. .
2.3.3	To continue to identify specific training needs. e.g. signing courses.	Appraisal conversations with SLT– Term 1/3	Identify training needs through appraisal reviews, observations and discussions with SENCO.	Staff receive appropriate training to ensure they can provide the best support for the children.
2.3.4	To monitor progress of children identified as having SEN	SENCO- 3x a year in Performance reviews with SLT and through regular drop ins, work scrutiny and pupil.	Monitor progress and provision for children on the SEND register following Pupil Progress meetings.	SEN pupils make good progress from their starting points.

3.

3.0 Improving the Physical Environment of Schools

3.1 Current provision at Shaw Ridge

At Shaw Ridge access to the physical environment of the school is through the main front entrance which is equipped with an automatic door which opens on approach and allows access to the foyer. Within the foyer the reception hatch is designed to support wheelchair access. The school itself is built on one level, there are no first floor facilities. There are no steps within the school and ramp access is available to the top playground.

In the car park there is a drop off bay for close access to the building and a lowered kerb to allow access onto the path.

There are disabled toilet facilities situated throughout the building, including adapted tap fittings, storage, decoration and hand aids that meet with DDA requirements.

Floor coverings in classrooms are a mixture of lino and short pile carpet which would allow easy wheelchair movement. Both halls have smooth wooden floors. There is also a reasonable degree of flexibility for organising classroom furniture as tables, chairs, bookshelves and drawer units are all freestanding.

Physical aids to education in school include access to photocopying facilities for enlarging texts and reproducing texts on different coloured backgrounds. Some children have raised desks, individual booths and seat adjusters to support their learning.

The school has access to borrow/purchase recommended furniture, such as specialist chairs from the Education Support Service – Physical Impairment Team and have a range of table sizes available in school.

3.2 Shaw Ridge strategy plan for improving the physical environment

	TARGET	WHO/WHEN	STRATEGIES	OUTCOME
3.2.1	To enhance the sensory provision in our outdoor garden area and improve ease of access for pupils with physical and sensory impairment.	Site Manager SLT	Access to vegetable plots, poly tunnel, beach garden, pond and forest area.	Unity garden is accessible by all to enrich the curriculum we offer.
3.2.2	To ensure that the school is fully accessible for parents and visitors for adults	Site Manager HT	Ensure corridors and teaching spaces are uncluttered to enable access	All visitors have supported assistance as required to access the building

4. Improving the Delivery of Information to Disabled Pupils

4.1 Current provision at Shaw Ridge

Staff are available at the start and end of the day at the office or the playground and at classroom doors on 'meet and greet' duty. Contact with staff is encouraged via phone calls, emails or class dojo. This allows for dissemination of any information as necessary to individual parents and for them to be able to request provision of information in varying formats. Similarly, parents are encouraged to request spare copies of letters and enlarged copies for pupils / carers with visual impairments. Parents have access to the school texting service which supports hearing impaired carers. Interpreters are provided, on request, for parent interviews, meetings and school performances as appropriate.

The school also has access to advice from the Education Support Service for provision of information for pupils.

4.2 Shaw Ridge Strategy Plan for improving the delivery of information to disabled pupils

	TARGET	WHO/WHEN	STRATEGIES	OUTCOME
4.3.1	To develop parental skills with Microsoft teams/ class dojo as the platform to enable to access remote learning.	Office Staff	Training sessions for parents and pupils in remote learning tools Provision of 'loan' hardware resources where available and as required	To enable all pupils to fully engage in learning both in school and remotely if necessary.
4.3.2	To present information to parents in enlarged format as required.	Office staff	Present information as requested and retain list of parents needing such access.	All parents are informed in the most appropriate way.
4.3.3	Avoid over-load of information which could negatively impact on disabled pupils and parents.	HT / office staff	Audit signage provision. Adapt provision as required	Compliance with DDA regulations.

5. Procedures for Review

It is a requirement that the school's Accessibility Plan is resourced, implemented, and revised as necessary and reviewed at least every three years.

Agreed: 7/3/2025

Date for Review: Spring 2028