

Shawclough Primary School Accessibility Plan



Be ready, be responsible, be respectful.

Being Our Best.

Every Child, Every Day.

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1) Aims

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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure the school is accessible and welcoming to parents/carers with disabilities and/or illness, and removing any barriers to communication.

At Shawclough we strive for all to be ready, be responsible and be respectful. Our aim is to be our best: every child, every day.

We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. Our educational aims for children with special educational needs and/or disabilities are the same as those for all children in the school. SEND Teaching is strongly underpinned by quality first teaching here at Shawclough. All of the Teachers are teachers of SEND to ensure this. All members of the school community are committed to eliminating discrimination in any form and ensuring we fulfil our obligations under the Equality Act 2010. Any form of discrimination will not be tolerated and all incidents will be fully investigated and reported. Should any trends emerge, school leaders and the pastoral team will devise an action plan to reduce the number of incidents.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. We access advice and support from a range of other agencies within Rochdale Local Authority, a list of which can be found within our SEND Information Report.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2) 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3) Action plan

This action plan sets out the aims of our accessibility plan for 2026/27 in accordance with the Equality Act 2010.

The purpose of this action plan is to improve access to education and school life for pupils with disabilities and additional needs. It focuses on removing barriers to learning, participation and communication, ensuring that all pupils can access the curriculum, use the school environment as independently and safely as possible, and receive information in formats that meet their needs.

The plan is organised around the three statutory aims of school accessibility planning under the Equality Act 2010. Actions should be reviewed regularly, informed by pupil and parent/carer voice, and aligned with the school's SEND policy, school improvement priorities and health and safety arrangements.

i. Aim: Increase Curriculum Participation

Objective: Ensure that pupils with disabilities can access a broad, balanced and ambitious curriculum, participate fully in lessons and wider school activities, and make progress from their individual starting points.

Action	Responsibility	Timescale	Success criteria / evidence
Audit the curriculum to identify and remove barriers to learning.	Claire Crawford & Vikki Rayment	Autumn term; annual review	Barriers identified and improvements monitored.
Identify, implement and review reasonable adjustments for individual pupils.	Claire Crawford & Vikki Rayment	Ongoing; termly review	Pupil needs are met through consistent support.

Action	Responsibility	Timescale	Success criteria / evidence
Train staff in inclusive teaching, disability awareness and adaptive teaching.	Claire Crawford & Vikki Rayment	Annually; ongoing CPD	Staff use effective inclusive teaching strategies.
Provide accessible resources, adapted equipment and assistive technology where needed.	Joseph Doyle, Fiona Calleja, Claire Crawford & Vikki Rayment	Ongoing	All pupils can access resources and demonstrate learning.
Ensure pupils can access PE, trips, visits, clubs, performances and enrichment activities.	Joseph Doyle, Fiona Calleja, Claire Crawford & Vikki Rayment	Before activities; annual review	Reasonable adjustments enable participation.
Monitor attendance, engagement, progress and participation to identify disadvantage.	Trish Matthews, Joseph Doyle, Fiona Calleja, Claire Crawford & Vikki Rayment	Termly	Barriers are identified and addressed promptly.
Gather pupil and parent/carer views to identify barriers and agree solutions.	Joseph Doyle, Fiona Calleja, Claire Crawford & Vikki Rayment	Termly and as needs change	Pupil and family views inform support and decisions.

ii. Aim: Improve the Physical Environment

Objective: Improve the accessibility, safety and usability of the school environment so that disabled pupils can move around school, access facilities and participate in school life as independently as possible.

Action	Responsibility	Timescale	Success criteria / evidence
Audit the school site to identify accessibility barriers.	Joseph Doyle, Colin Benson & Fiona Calleja	Autumn term; annual review	Audit completed and priorities identified.
Keep corridors, entrances and access routes clear and safe.	Colin Benson & all staff	Ongoing; termly checks	Routes are clear and accessible.
Review signage, lighting, colour contrast and classroom layouts.	Claire Crawford, Colin Benson & Fiona Calleja	Annually; as needed	Barriers are identified and addressed.
Ensure accessible toilets and personal-care facilities meet pupils' needs.	Claire Crawford, Colin Benson & Fiona Calleja	Termly checks; ongoing	Facilities are safe, suitable and available.
Plan and prioritise building adaptations where needed.	Joseph Doyle, Claire Crawford, Colin Benson & Fiona Calleja	Annually	Improvements are costed and planned.
Review emergency evacuation plans for pupils who need assistance.	Headteacher / SENCO / Site Manager	On admission; when needs change	Plans are recorded, shared and practised.

Action	Responsibility	Timescale	Success criteria / evidence
Review access to playgrounds, dining areas, equipment and shared spaces.	Senior Leaders / SENCO / Site Manager	Annually	Barriers are addressed and participation improves.

iii. Aim: Improve the Availability of Accessible Information

Objective: Ensure that information provided to pupils is accessible in formats that meet their individual needs, enabling them to understand instructions, communicate effectively and participate in learning and school life.

Action	Responsibility	Timescale	Success criteria / evidence
Identify pupils who need information in different formats.	Claire Crawford, Vikki Rayment (& all teaching staff)	On admission; termly review	Pupil needs are recorded and understood by staff.
Provide adapted resources, such as enlarged print, visual prompts and accessible digital materials.	Claire Crawford, Vikki Rayment (& all teaching staff)	Ongoing	Pupils can access learning materials.
Use clear instructions, visual timetables and modelling to support understanding.	Claire Crawford, Vikki Rayment (& all teaching staff)	Ongoing	Pupils understand routines and learning tasks.
Make school information, including safety guidance, trips and events, accessible.	Joseph Doyle, Fiona Calleja, Claire Crawford, Vikki Raymen & all teachers	As required	Information is clear and accessible.
Review the accessibility of the school website and digital resources.	Joseph Doyle, Fiona Calleja, Claire Crawford & Kay Collins	Annually	Barriers are identified and addressed.
Work with families and professionals to agree effective communication methods.	Claire Crawford & Bev Sharp	Ongoing; termly review	Family feedback informs support.
Ensure staff can use specialist resources and assistive technology where needed.	Claire Crawford	Annually; as needed	Staff use resources effectively to support pupils.

4) Monitoring, evaluation and review

The Headteacher and SENCO will coordinate implementation, supported by staff, the site team and governors. Progress will be reviewed termly, with a formal annual review in the autumn term of each year to assess impact and identify priorities for the following year.

5) Suggested implementation schedule

Action	Responsibility	Timescale	Success criteria / evidence
Complete audits, identify individual needs, establish baselines and agree priorities.	Joseph Doyle, Claire Crawford, Vikki Rayment, Fiona Calleja (& all teachers)	Autumn term	Baseline and priority actions agreed.
Implement planned adjustments, staff development and priority environmental improvements.	Joseph Doyle, Claire Crawford, Vikki Rayment, Fiona Calleja (& all teachers)	Spring term	Actions progressed and evidence collected.
Evaluate impact, consult pupils and families, and agree priorities for the following year.	Joseph Doyle, Claire Crawford, Vikki Rayment, Fiona Calleja (& all teachers)	Summer term	Annual review completed and next steps agreed.

6) Statutory context

The Equality Act 2010 requires schools to prepare, implement and keep their accessibility plans under review. The three aims reflect Schedule 10 of the Act. The plan should also be considered alongside the school's duty to make reasonable adjustments for disabled pupils. This is a proposed framework and should be tailored to the school site, pupil needs, existing provision and available resources before adoption.

7) Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Anti-bullying policy
- Behaviour policy
- Mental Health and Wellbeing policy