



Accessibility Plan

Governor Responsible:	Kate Grant (SEND Lead Governor)
Nominated Lead Member of Staff:	Zoe Jones (SENCO)
Status & Review Cycle:	Statutory (Every 3 years)
Next Review Date:	Summer 2029

This **Accessibility Plan** is drawn up in compliance with current legislation and requirements as specified in Schedule 10 of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress towards achieving the actions set out in the Accessibility Plan over a prescribed period.

Our aim at Shottermill Juniors is to be as inclusive as possible to all members of the school community. The Equality Act 2010 (the Equality Act) is designed to address the disadvantage and discrimination experienced by particular groups of people and to provide a legal framework for addressing these inequalities. In order to fulfil this requirement, we recognise our responsibility to publish a clear plan, which is reviewed regularly and which serves our school community. We will liaise with our external partners (for example the Physical and Sensory Service) to take on board any recommendations with regard to adjustments which may be required for our service users.

Our Accessibility Plan will be set out under four main headings:

- **School Curriculum**
- **Physical Environment**
- **Communication of Information to all stakeholders**
- **Young Carers**

Shottermill Junior School has adopted this **Accessibility Plan** which links to our school's **Core Values**, **Special Educational Needs Policy**, **SEND Information Report** as well as our **Equalities Objectives** – please see below:

Respect Trust Love of Learning Communication Creativity Excellence

Our Equalities Objectives:

- **Provide all children with appropriate access to learning experiences at our school and not disadvantage any child from taking part on the grounds of their gender, ethnicity, background or culture, Special Educational Need or Disability, or any other discriminatory factor.**
- **Provide a secure and supportive environment that empowers people to challenge discrimination should they encounter it.**
- **Ensure that any person visiting or working within our school environment does not suffer discrimination.**

- **Ensure prospective employees are treated fairly and do not suffer any form of discrimination in line with fair recruitment purposes.**
- **Promote and celebrate diversity of children and adults who visit or work within our school and promote equality through our actions and communications.**
- **Provide systems of monitoring to facilitate continuous improvement, learning and sharing of existing good practice, as overseen by the Governing Body and Local Authority.**
- **Work with all stakeholders or other local schools to develop cohesive communities with shared values that encompass equal opportunities.**
- **Work towards the elimination of discrimination and harassment through upholding our Core Values of: *Respect, Trust, Love of Learning, Communication, Creativity and Excellence.***

Looked-after or previously looked-after children / adopted

Many looked-after and previously looked-after children have experienced disruption to their education, including extended periods of absence from school. Some may also have Special Educational Needs and Disabilities (SEND) and/or be eligible for Pupil Premium funding. As a result, gaps in learning and the emotional impact of earlier experiences can present significant barriers to their achievement, wellbeing and engagement in school.

At Shottermill Junior School, the Designated Teacher for looked-after and previously looked-after children plays a key role in reviewing and contributing to the school's Accessibility Plan. This helps to ensure that the individual needs of these pupils are identified and addressed, enabling them to access the curriculum fully, participate in all aspects of school life, and thrive within our inclusive school community.

Access to the curriculum

Target or aim	Strategies	Success Criteria	Lead member of staff	Target Date	Completion Date / Review
Help all children to access learning activities in school through our Universal Provision offer.	-The SEND Policy has recently been revised to better outline our Universal Provision (also known as Ordinarily Available Provision). We will continue to update this annually, to reflect changes from DfE / Surrey SEND guidance. -Further training on our Universal Provision / Adaptive Teaching approaches will be arranged for staff (e.g. STIPS training) -Further training on other Early Help approaches will be delivered to all staff.	All children will have access to Universal Provision, even if they are not on the SEND register and this will help them make good progress and overcome barriers which may impede their learning.	SENCO / Headteacher / HSLW/ SEND Governor	Ongoing	
Help all children to access learning in school through providing technology.	-Provide children with SEND with access to dedicated Chrome Books or iPads, to allow them to access dedicated personalised learning programmes. -Upgrade Interactive Whiteboard in The Den, to help improve teaching and learning activities for intervention teaching groups.	Children with additional needs or those eligible for Pupil Premium will make good or better progress from starting points, as a result of technology solutions implemented. Children will be engaged in learning and this will improve their attendance.	SBM / SLT	July 2026 for Chrome Books July 2027 for interactive whiteboard in The Den	
Become an Autism Friendly School, helping this group of children to access the curriculum successfully. Support parents with a diagnosis of Autism to engage successfully with school life for their child.	-Undertake an audit of how well we support Autistic service users and implement recommendations from this review to make improvements. -Support our SEND parents to be able to engage well with us (e.g. offering parent workshops or online meetings).	Pupils and parents with an ASD diagnosis will feel well supported and that they are a valued member of the school community. Barriers to children making good progress will be removed, resulting in pupils achieving well at the school.	SENCO / SEND Governor	December 2026	

For children to be able to fully join in with practical elements of Design Technology lessons.	-DT Leader to research and investigate better ways to engage SEND pupils in lessons. -Liaise with the physical and sensory service as required to support with this aim. -Provide adaptive resources or equipment (such easy grip saws or hammers)	Barriers to participation in practical elements of DT lessons will be removed, leading to improved access. Adult input is minimal for pupils with accessibility needs, so that independence for pupils is maximised.	DT Leader / SENCO	Easter 2028	
--	---	--	-------------------	-------------	--

Physical environment

Target or aim	Strategies	Success Criteria	Lead member of staff	Target Date	Completion Date / Review
Refurbish one of the Art Bays in the school to provide a new Cookery Room which is accessible to all.	-Liaise with the physical and sensory service as required to support with this aim. -Provide adaptive cookery resources or equipment (such as easy grip knives) -Provide new adaptive cooking facilities (such as lower height cookers, specially designed chairs or adjustable tables)	Barriers to independent participation in Food Technology lessons will be removed, leading to improved access, with minimal adult support required. Other service users will also be able to use the cookery space for wider community use.	DT Leader / Headteacher / SENCO / SBM	Easter 2028	
Create a sensory movement circuit for pupils to navigate and regulate around the school site.	-Work with link Occupational Therapist, Freemantles Outreach Service and SAFR lead teacher to gather advice on developing the sensory movement circuit. -Purchase resources and work with Caretaker to install this (e.g. purchasing items with different textures) -Train staff in how to best use the sensory walk circuit. -Gather staff input on how the sensory circuit could be developed (e.g. Behaviour Lead input) -Gather pupil voice via the School Council to effectively involve them in the design the circuit.	Children will access the sensory movement circuit successfully and use this to better regulate their emotions. Children will have better mental health and access learning more successfully as a result of better emotional regulation. Staff will feel that pupil behaviour / regulation is better managed and this will have a positive impact on the wellbeing of other service users and increase outcomes for all.	SENCO / Caretaker / Resources Manager / Behaviour Lead LSA	December 2026	

Ensure that pupils with medical or physical disabilities are able to access the full and wider curriculum.	-Depending on the needs of the child (e.g. epilepsy, cerebral palsy, wheelchair user), liaise with the Physical and Sensory Service to gain advice on accessibility arrangements for pupils with medical or disabilities. -SENCO / First Aid Leader to liaise with parents regarding Medical Care Plan and arrange training as required (e.g. diabetic nurse, epilepsy nurse).	Children will be kept safe whilst at school, or when on an educational trip, because appropriate access arrangements will be planned in advance to enable this. Outcomes for children will be good because the school has made reasonable adjustments to help them thrive. Parents will feel reassured that children's needs have been well catered for.	SENCO / First Aid Leader / Headteacher / Class-based staff.	Ongoing	
Maintain good access to the school site / building and independent navigation around the site.	-Whilst the school has various accessibility aids, these need to be regularly maintained. -Caretaker to work with SBM to plan ongoing cycle of maintenance so that lifts are always working well.	All accessibility aids, in particular the lifts, are in full working order. All users have full independent access to the school site and require minimal additional support.	SBM / Caretaker	Ongoing	
Staff to have electronic access to the building via key fobs.	-SBM to obtain quotes for installation and maintenance of an electronic access system.	Adults and pupils can move around the site at all times of day and access the building safely. The building remains secure.	SBM / Caretaker	September 2027	

Communication of information to all stakeholders

Target or aim	Strategies	Success Criteria	Lead member of staff	Target Date	Completion Date / Review
Improve allergy awareness and ensure full compliance with Benedict's Law / DfE guidance as it is published.	-Review existing First Aid and Medical Needs Policy to ensure this is compliant with updated DfE guidance. -Review procedures for Breakfast Club and how allergies are managed / as well as access to lifesaving medication. -Ensure we always have spare EpiPens purchased by the school for use on school premises. -Ensure that staff receive the necessary allergy awareness training as part of their usual First Aid Training. -Ensure pupils with allergies always have Medical Care Plans, which are reviewed annually.	The risk to individuals with known (or unknown) allergies is reduced by the measures taken to prevent episodes of anaphylaxis. Pupils with known allergies have care plans which protect them and these are regularly updated.	Admin Team / SLT	December 2026	
Improve access to information for parents of pupils with additional needs, who may also find reading and understanding school information difficult.	-Regular notices in the newsletter will remind parents that information can be provided in a variety of different formats (e.g. adapting font size / using different coloured paper / paper copies). -Advice will be sought from Physical and Sensory Service with regards to supporting pupils / parents with a visual impairment. -Cascade training to those members of staff who work closely with parents with	Service users will be well supported to access information published, so that it is in an easy to read / understand format. Service users with difficulties related to reading and understanding information will feel well supported and better able to engage with school life and their child's education.	Admin Team / SLT	Ongoing	

	additional needs. -Use the HSLW worker to identify families with limited literacy skills and sensitively offer support (e.g. demonstrations to use online systems) -Providing a simpler, easy to access version of the SEND Policy for parents.				
Improve access to information for parents of pupils with English as an additional language, who may also find reading and understanding information difficult.	-Support parents by translating school documents for new parents who do not speak English. -Investigate Apps and Technology to better engage with parents of EAL children. -REMA service for schools utilised to support where appropriate.	Service users will be well supported to access information published, so that it is in an easy to read / understand format. Service users with difficulties related to understanding information will feel well supported and better able to engage with school life and their child's education.	Admin Team / SLT	Ongoing	

Young Carers

Target or aim	Strategies	Success Criteria	Lead member of staff	Target Date	Completion Date / Review
For our Young Carers to attend school regularly and on time.	-Parents with limited mobility are permitted to enter the car park to drop and collect their child, using the designated disabled parking bay. -If necessary pupils can be collected from a car and signed in / out by a member of the Office Staff. -Utilise additional charity funding to facilitate participation in wider school events and activities (e.g. residential visits). -HSLW to assist with a parent application to LA for Transport to school.	Families feel well supported and this results in improving their wellbeing. Children attend school regularly, at least 96% of the time. Children make good progress as a result of these access arrangements and where possible, they are able to access the full and wider curriculum, including extra-curricular activities.	HSLW / SBM	Ongoing	Ongoing
For our Young Carers to received educational support (e.g. remote learning) if they are unable to attend school.	-Google classroom is utilised to support Young Carer pupils unable to attend school, with advice given to parents on how to use it (Headteacher approval must be sought for this provision to be put in place). -Pupils identified as needing support for homework are invited to attend an after school club. -Children offered a Chrome Book or iPad to support learning at home, where this can be sourced from Haslemere Rotary / charity funding.	Families feel well supported and this results in improving their wellbeing. Children continue to access education off-site through remote learning provision.	HSLW / Class Teachers / Headteacher	Ongoing	Ongoing