



Slaley First School



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Accessibility Plan

2026-2027

Nurturing Ambitious Individuals

SLALEY FIRST SCHOOL

Accessibility Plan

INTRODUCTION

'Nurturing Ambitious Individuals'

Introduction

The SEN and Disability Act 2001 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.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan. (App A)

Definition of Disability:

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

'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.'

The purpose and direction of the school's plan: vision and values

At Sleafy First School we are committed to giving all of 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 for all children. The achievements, attitudes and well-being of all our children matter. Sleafy First School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- ❑ girls and boys;
- ❑ minority ethnic and faith groups;
- ❑ children who need support to learn English as an additional language;
- ❑ children with special educational needs;
- ❑ gifted and talented children;
- ❑ children who are vulnerable;

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

Information from pupil data and school audit

We have had, and are expecting a whole range of children of all backgrounds, needs and abilities including:

- Asthma
- ADHD
- ASD
- Allergies
- Hearing impairment

We collect information from parents, so that we are prepared for children when they arrive in school.

We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

Views of those consulted during the development of the plan

All people consulted value the ability of the school to cater for the differing needs of pupils. This is reviewed as and when required to meet the needs of pupils currently on roll.

The main priorities in the school's plan

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

The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENDCo has an overview of the needs of pupils with additional needs
- There are high expectations.
- There is appropriate deployment and training of learning support staff.
- Successful practice is shared within the school.
- The school works with partner schools if appropriate.
- Disabled pupils have access to extra-curricular activities.

Date Reviewed June 2025

Next Review June 2026

App. A: SFS Accessibility Action Plan

	Issue	Action	People/Resources	Timescale	Success Criteria	Monitoring Method: Who? How?
1.	Ensure safety for visually impaired pupil when moving around the steps and ramps of the school	Use angled board provided. Keep classrooms organised and tidy with minimum items on the floor. White strip to be painted onto the edge of steps leading into the school building (following audit).	Advisory Teacher for Visual Impairment Head Teacher. SENDCo Caretaker	On-going as req'd	Physical accessibility of the school curriculum is increased.	Head Teacher Feedback from pupil. NO VISUALLY IMPAIRED PUPILS AT PRESENT
2.	Raise staff awareness of hyper mobility issues	School to seek advice from experts. Consider needs of specific pupils, both for school and off-site activities. Promote disability equality via: - Staff meetings. - PSHE lessons. - Assemblies.	LA. Health Authority. Disability Rights Commission. All school staff. Whole staff	On-going On-going	Teachers and TAs aware of issues. Detailed information and support available and passed on by staff. Increased whole school awareness of Hyper Mobility issues.	Head Teacher Feedback from pupil. NO CHILDREN WITH HYPER MOBILITY ISSUES AT PRESENT

4	Ensure that all school trips & residential visits are accessible for pupils with learning or physical disabilities.	Thorough planning. Advance visits. EVOLVE Form and Risk assessments	Visit leaders. Educational Visits Co-Ordinator. Head Teacher .	On-going	School trips & residential visits are accessible for all pupils.	Head Teacher School Visits Co-ordinator. Trip leaders. Feedback from pupils
5	Ensure that after-school clubs and care provision facilities are accessible for all pupils	Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required.	Leaders of after school clubs.	Ongoing	After-school clubs and care provision is accessible for all pupils.	Head Teacher Feedback.
6	Strive to ensure curriculum is fully accessible to pupils with any type of difficulty or disability.	Consider alternative communication systems. Consider the way in which information is presented to pupils. Consider ways in which pupils can communicate their ideas	All Staff. Subject leaders. Advisors for sensory impairments. Subject advisors.	Ongoing	Curriculum is fully accessible for all pupils.	Head Teacher SLT. SENDCo
7	School policies make reference to provision for pupils with difficulties & disabilities (particularly PE)	Policies to include: • Content • Strategies • Resources That could be employed when planning for pupils with difficulties or disabilities.	Whole staff. Subject leaders. Advisors.	Ongoing	Policies include provision for pupils with difficulties or disabilities	Head Teacher Subject leaders