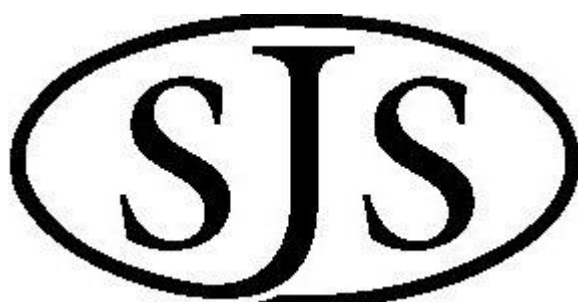


Shaftesbury Junior School

Accessibility Plan



'We care, we share, for the future we prepare'

Approved by: Full Governing Body

Date: 5th December 2025

Last reviewed on: December 2025

Next review due by: November 2028

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

We support the 'City of Sanctuary' vision that the UK will be a welcoming place of safety for all and proud to offer sanctuary to people fleeing violence and persecution. We endorse the City of Sanctuary Charter, and agree to act in accordance with City of Sanctuary values and apply the network principles within our work.

We recognize the contribution of people seeking sanctuary. Sanctuary seekers are welcomed, included and supported within our context.

Statement of intent

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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

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

Aims & Objectives

At Shaftesbury we aim to:

- Foster self-esteem, confidence and personal responsibility;
- Support pupils in their moral and spiritual development;
- Provide every child with the opportunity to reach their full potential;
- Provide a safe, positive, caring and happy learning environment;
- Develop skills knowledge and tools needed for a fulfilling life;
- Respect other beliefs and cultures and the beliefs and values of all groups in society;
- Value each child as an individual whilst promoting the effectiveness of working as a team.

Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the full governing body.

Accessibility Plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> <p><i>Wide range of school-based assessments used to identify needs so they can be addressed whilst waiting for external agencies.</i></p> <p><i>BERA completed for every child on SEND register to ensure inclusivity.</i></p> <p><i>Wi-fi in all areas of school to support use of digital devices for interventions.</i></p>	<p>Long-term</p>	<p>Rolling programme of replacement for large touch screen displays in classrooms</p>	<p>Head</p>	<p>Ongoing</p>	<p>All interactive displays visually accessible to all children</p>

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Large display screens in all teaching areas • Low-level handles on steps and doors 	<p>Long-term</p> <p>As required</p>	<p>Suitability survey every 2 years</p> <p><i>Assessment of need for all new pupils</i></p> <p><i>Blinds in all rooms</i></p>	<p>LA</p> <p>H&S officer</p> <p>H&S officer</p>	<p>Every 2 years</p> <p>As required</p>	<p>Up-to-date written report on physical environment</p> <p>Each pupil with a disability has personalised plan</p> <p>Better engagement in learning through visual representation</p>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations • Electronic microphone paired with hearing aids • Laptops or other digital devices • Dyslexia-friendly practice, e.g. pastel background on presentations • VI recommendations 	<p>Long-term</p>	<p>Consider new and emerging technologies for pupils with a disability</p> <p>Investigate protocols for colour blindness</p>	<p>SENCo</p> <p>SENCo</p>	<p>As required</p> <p>July 2023</p>	<p>SEND pupils fully supported with most up-to-date technology</p> <p>Colour blindness considered when approaching learning activities for identified pupils</p>

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				

