



**Shrivvenham**  
Church of England Primary School

All things are possible for one who believes

# Accessibility Plan

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## ***Mission***

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We ensure our children learn in a nurturing environment where we value everyone as individuals, care for one another and foster positive emotional growth and well-being. Through our broad and balanced curriculum, we inspire, motivate and challenge our children to become independent and confident learners, maximising intellectual, social, physical and spiritual development. We put Shrivenham School at the heart of village life, actively encouraging partnership with parents, the Church and the wider community.

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## ***Vision***

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Shrivenham School gives everyone the opportunity to believe in themselves, others, and God. Through our values of love, hope and courage, everyone at our school will flourish, fulfil their unique potential and positively contribute to the community.

*'All things are possible for one who believes' (Mark 9:23)*

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## ***Values***

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### **LOVE**

Love is the core value that underpins all that we do at Shrivenham CE Primary School. Jesus demonstrated his unconditional love during his time on earth indiscriminately, and as followers of Jesus we aim to walk in his footsteps.

**We show love to everyone by putting others before ourselves. By working together as part of a strong and supportive family, we can all achieve more - socially, emotionally and academically.**

### **HOPE**

Hope is a core value for our church school because we share in the joy that comes from the belief that there is always hope and all is never lost. Hope is an attitude of mind that we develop through faith in God and each other.

**In our school this helps is to keep going even when things get hard and when we face new challenges. Together we can turn hope into reality.**

### **COURAGE**

Courage is a core value for our church school because God asks us to be brave in the face of hardship. The book of Joshua reminds us to stand against injustice and to be the best we can be when things are difficult.

**At our school, we have courage to stand by our beliefs and are committed to what is right and true.**

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## *Curriculum Intent*

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At Shrivenham CE Primary School we aim to make every day full of wonder, excitement, challenge and fun, equipping today's children for tomorrow's world.

Every child at Shrivenham is recognised and valued as a unique individual. We celebrate and welcome differences within our school community. The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and making connections. We constantly provide opportunities for the children to develop as independent, confident, successful learners with high aspirations who know how to make a positive contribution to their community and the wider society. There is a high focus on developing children's moral, spiritual, social and cultural understanding (including British Values) alongside physical development, well-being and mental health. The school provides a highly inclusive environment where learners enjoy their education and pupils at all levels are helped to achieve their potential.

The school's curriculum development is carefully designed to ensure coverage and progression. It provides pupils with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills. The children's own community, its heritage and traditions are frequently used as a starting point for engaging interest. A primary focus of our curriculum is to raise aspirations, engender a sense of personal pride in achievement, and providing a purpose and relevance for learning. Community interaction is an essential part of our curriculum and values the chance to involve and be involved. Children are given a wide range of opportunities to take an active role in events throughout the year including sporting and artistic activities. Children leave the school with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, learn from mistakes, self-evaluate, make connections and become lifelong learners

**'All things are possible for one who believes'**

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## 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 disabled pupils can participate in the curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- 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 using formats which give pupils better access to information. The information will take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Shrivenham CE 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.

It is central to the School's ethos that all children are enabled to participate fully in learning. Shrivenham CE Primary has a vision that 'all things are possible for one believes; and alongside our values of Love, Hope and Courage, we support all learners to achieve their potential. We have high expectations and expect pupils with a disability to participate and achieve in every aspect of school life. As such we are committed to:

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers to learning and assessment for all pupils
- Promoting the individuality of all our children, regardless of difference
- Celebrating the opportunities and enrichment that our international military families bring to our learning community.

This plan aims to set out the commitment of the Governing Body to the principles of inclusive education by removing barriers to progress and making reasonable adjustments to reduce disadvantage. It shows how Shrivenham intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors. The tables below outline the action plan showing how the school will address the priorities identified.

This 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.

Shrivenham CE Primary 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.

## 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 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. The definition can also include hidden impairments such as Dyslexia, Autism, Attention Deficit Hyperactivity Disorder (ADHD) and speech and language impairment.

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.

Some disabled pupils may also have special educational needs (SEN) and may be receiving support via school-based SEN Support or have an Education Health Care Plan. The fact that a disabled pupil has SEN does not remove the duty to make reasonable adjustments for them; some disabled pupils with SEN will still require reasonable adjustments to be made in addition to any support they receive through SEN provision.

## Context

Shrivenham CE Primary School has been in its current location since 2024. The building has been built to the legal specifications to ensure accessibility for all. The building is two-story in part therefore, a lift is available to anyone who needs it. The playground is all on one level and the field is at a lower level with stairs and a ramp to support access. There are three accessible toilets, two on the ground level (one is accessible to visitors) and one on the first floor. There is also a wet room and first aid room available on the ground floor.

At present we have no wheelchair dependent pupils, parents or members of staff. The school has children with a range of disabilities that includes moderate and specific learning disabilities, communication and interaction difficulties and social, emotional and mental health difficulties.

We have a small number of pupils who have visual and hearing deficits, motor co-ordination difficulties, physical impairments and medical conditions such as asthma and epilepsy.

Shrivenham have some families who speak English as an additional language and so further adaptations to documentations and communication have been put in place recently.

## Action plan

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

- To increase access to the curriculum for pupils with a disability
- To improve and maintain access to the physical environment
- To improve the delivery of information to parents/pupils with a disability

### PRIORITY 1 - To increase access to the curriculum for pupils with a disability

#### CURRENT GOOD PRACTICE:

Our school offers a differentiated curriculum for all pupils.

We use resources tailored to the needs of pupils who require support with their learning. Designated support staff are used to support a pupil's SEND needs both inside and outside the classroom (e.g. trips, visits, lunch/playtimes).

Curriculum resources include examples of people with disabilities.

Curriculum progress is tracked for all pupils.

Learning outcomes are appropriate for pupils with additional needs and a graduated approach is employed for intervention.

The curriculum is reviewed to ensure it meets the needs of all pupils.

EAL pupils access daily small group intervention to support spoken and written language development.

OBJECTIVES	ACTIONS TO BE TAKEN	WHO	TIMESCALE	SUCCESS CRITERIA
To meet the range of children's needs with SEND across the school	<ul style="list-style-type: none"> <li>• To access outreach support, when required, to work with individuals who have specific SEND needs.</li> <li>• To provide updates and training for staff regularly when a child with a new and different needs enters our school</li> <li>• Increase TA provision as necessary to meet the wide range of needs</li> <li>• To ensure early identification of children with SEND in order to develop a more proactive approach to provision</li> </ul>	SENCO / CT / DH	On-going	<p>Pupils are identified in a timely manner and support is in place early</p> <p>Staff are able to support pupils confidently</p>

	<ul style="list-style-type: none"> <li>To meet with parents to discuss early identification, recognising the need for sensitivity</li> <li>SEND review meetings x3 a year</li> </ul>			
To increase confidence of all staff in differentiating the curriculum through relevant CPD and specialist input	<ul style="list-style-type: none"> <li>Staff training for SpLD/Dyslexia, ASD and Inclusive teaching strategies</li> <li>Regular meetings with support staff for training with SENCO</li> <li>Staff training on EEF 5-A-Day including scaffolding</li> <li>One-Page guide on SEN in each subject to be created and shared as part of the T&amp;L policy</li> </ul>	SENCO/HT	Spring 2025 And on-going	Raised teaching staff confidence in strategies for differentiation and increased pupil participation and progress as seen through pupil voice/parent voice, support staff appraisal and feedback.
To ensure consistency of classroom resources to support access to learning	<ul style="list-style-type: none"> <li>Subject leaders to audit provision of resources EG use of Widget software, word banks, maths resources etc.</li> <li>Have a clear expectation about resources that need to be on offer in all classrooms</li> <li>SENCO and DH to monitor and give feedback regularly</li> </ul>	SENCO/HT/ Key leaders/ Curriculum Leads	Autumn 2025	Lesson observations / learning walks demonstrate increased availability and independent access by pupils to a range of resources that support their learning.
To ensure classroom support staff have specific training on disability issues and delivery of appropriate intervention programmes	<ul style="list-style-type: none"> <li>Continued online CPD requirements for support staff</li> <li>Fortnightly meetings with support staff for targeted training</li> <li>School nurse/specialist training for health needs e.g. Epilepsy</li> </ul>	SENCO/HT	On going	Pupils making progress on designated interventions as evidenced on provision maps and termly progress meetings. Support staff appraisals reflecting greater confidence and expertise with meeting individual needs.
To use ICT software to support learning – use of speech to text and immediate speech feedback software to support written work.	<ul style="list-style-type: none"> <li>Make sure necessary software (e.g. Clicker 7) is installed where needed and appropriate training given.</li> </ul>	SENCO/HT	Summer 2025	Lesson observations / learning walks demonstrate wider use of ICT resources in classrooms to support written work via learning walks

	<ul style="list-style-type: none"> <li>• Ensure Widgeit being used by all staff when making visuals and resources around school</li> <li>•</li> </ul>			
To ensure that involvement in school community and wider school life (School Council and MAT activities etc.) is open to disabled/SEND pupils	<ul style="list-style-type: none"> <li>• Audit of School Council membership, clubs attended, trips and visits by disabled/SEND pupils.</li> <li>• Risk assessments to be completed for specific children where required</li> <li>• Additional adult support put in place to allow pupils to access trips etc. (Additional funding may be required from OCC)</li> </ul>	SENCO/HT	Autumn 2025	Evidence of disabled/SEND pupils participation in a variety of after school clubs, being represented on the school council, attending MAT activities, accessing school trips, special events.
To increase awareness and understanding of dyslexia across the school	<ul style="list-style-type: none"> <li>• All staff receive dyslexia training</li> <li>• Make staff aware of Intervention programmes that can be used for children with Literacy difficulties</li> <li>• Meet with parents who have dyslexia to raise their awareness and understanding of how they can support their children</li> <li>• All staff to access resources from SENDCo if children have Literacy difficulties or dyslexic tendencies</li> <li>• Provide teachers with dyslexia checklist for children they have concerns about</li> <li>• SENDCO to advise teachers and TAs about programmes to use</li> </ul>	SENCO / CT / DH	Spring 2026	<p>Everyone in school understands the barriers for dyslexic pupils</p> <p>Staff are able to support dyslexic pupils effectively</p> <p>Pupils with dyslexia feel supported and empowered to succeed</p>

**PRIORITY 2 - Improve and maintain access to the physical environment**

**CURRENT GOOD PRACTICE:**

Our physical environment meets the needs of our pupils, staff, parents and visitors by ensuring:

- we provide two disabled parking bays in the car park
- all buildings are accessible either through use of ramps or lifts.
- where paths have some steps, an alternative route is provided
- 3x accessible toilet facilities are available
- 1x wet room with hoist, mechanical bed and shower available on ground floor
- Hearing loops are installed in two classrooms (one on each floor) and in the hall
- The hall and library have sound boards to reduced noise level
- All classrooms and offices have lighting that can be dimmed/brightened

OBJECTIVES	ACTIONS TO BE TAKEN	WHO	TIMESCALE	SUCCESS CRITERIA
To ensure that access needs of pupils, staff, governors, parents and visitors with disabilities are known and met.	<ul style="list-style-type: none"> <li>• Establish a school system for recording if a member of the school community or visitor has a disability or difficulty accessing the building</li> <li>• Access plans/strategies for individual disabled pupils to be reflected in the SEND Profile when required.</li> <li>• Specific training in place for staff where required such as manual handling.</li> </ul>	HT/SENCO/CT/Office	Summer 2025	<p>Individuals feel they have full access to all school activities – reflected through feedback and evaluations.</p> <p>All pupils and parents feel confident their disability needs are met at school. Reflected in ‘pupil and parent voice’ comments on the SEND profile or general feedback.</p>
To ensure all pupils can be safely evacuated in the event of a fire or other emergencies.	<ul style="list-style-type: none"> <li>• Playground, fire exit signs and markings to be clear and regularly refreshed.</li> <li>• Personal Emergency Evacuation Plan (PEEP) in place for all pupils who require this covered as part of their pastoral support /behaviour plan and risk assessment.</li> </ul>	Class Teacher /HT/SENC)/ Governor for H&S	Summer 2025 On going	<p>All disabled/SEN pupils and staff working alongside them are safe in the event of a fire.</p> <p>All fire drills are successful, and children are evacuated efficiently</p>

				PEEPs are in place for those who require them and they are effective.
To ensure that the physical and hearing/ visual classroom environment is engaging, informative and suitable for all pupils.	<ul style="list-style-type: none"> <li>Teacher's to review pupils seating positions in respect of changes to noise, sight lines and physical access in classrooms.</li> <li>Displays and signs around school are dyslexia friendly and also visuals (such as Widgit) are used to prompt</li> </ul>	SENCO/ CTs/ PD/VI/HI SENSS	On-going	Lesson observations/ learning walks demonstrate that disabled and visually/hearing impaired pupils show confidence and engagement in classrooms.
To continue to raise staff awareness of a range of barriers to learning for pupils with sensory impairment, as and when appropriate, specific to individual children, including classroom layout, décor, poor acoustics, classroom management strategies, levels of lighting, etc.	<ul style="list-style-type: none"> <li>Establish whole school system of identifying children with physical difficulties – termly staff meetings.</li> <li>Teachers to review children's seating positions with consideration to changes to noise in classrooms, (e.g. open window, air conditioning units, fans), lighting (too much light/light level too low)</li> </ul>	SENCO / CT/ DH	On-going	Staff are aware of barriers and these have been removed to ensure all pupils flourish  Classroom environments ensure an effective learning environment for all
To ensure children with disabilities have appropriate equipment to access their learning	<ul style="list-style-type: none"> <li>School to purchase any additional furniture/equipment needed such as: overlays, writing ramps, ear defenders</li> <li>Individual chrome books available for use</li> </ul>	SENCO / CT	On-going	Pupils have timely access to resources to support their learning.

**PRIORITY 3 - Improve the delivery of information to pupils/parents with a disability**

**CURRENT GOOD PRACTICE:**

Our school uses a range of communication methods to make sure information is as accessible as possible. This includes:

- Internal signage
- Documents are translated languages where requested
- Access to a translation APP so staff can communicate with parents
- Email/text messaging/in-person meetings and printed paperwork
- Use of pictures or symbols where required

OBJECTIVES	ACTIONS TO BE TAKEN	WHO	TIMESCALE	SUCCESS CRITERIA
To enable parents with IT difficulties / communication difficulties or EAL to access information sent from school, e.g. class letters, newsletters	<ul style="list-style-type: none"> <li>Office to keep note of parents' preferred method of communication</li> <li>Audit to identify parents who have IT access difficulties</li> <li>Survey of parents to establish best communication methods</li> <li>Printed copies of newsletters, class letters etc to be available from the main office</li> <li>Ensure website is updated with all documents including letters</li> </ul>	SENCO/HT/Office/ FAS IT support and website manager	Beginning of each academic year	<p>All parents receive information in a form that they can access.</p> <p>All parents receive the necessary support in completing forms and accessing information.</p> <p>All parents understand the headlines of the school information.</p>
To ensure that parents can easily access information about school policies, home learning and specific data relating to their child on-line	<ul style="list-style-type: none"> <li>Policies to be published on website.</li> <li>Class teachers to ensure continued use of Class Dojo to post daily/weekly homework/home learning tasks along with creative topic tasks</li> <li>Dojo to be used by teachers to reinforce messages sent via email</li> </ul>	SENCO/HT/CTs / Office/ FAS IT support and website manager	Ongoing	Evidence of home learning accessed by pupils with disabilities
To enable parents with disabilities or EAL to access meetings	<ul style="list-style-type: none"> <li>Meetings with parents include a mixture of communication methods; including translation if required.</li> <li>Plus, use of virtual meetings via Microsoft Teams when required to ensure attendance by all.</li> </ul>	SENCO / CTs	Ongoing	Parents feel they have full access to information in meetings – reflected in parent evaluations.
To ensure annual review information for EHCPs is as accessible as possible	<ul style="list-style-type: none"> <li>Develop person- centered review formats for ARs and pupil/parent voice collection</li> </ul>	SENCO	On going	Parent evaluations of ARs reflect positive experiences.

## Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. A full accessibility audit of the school's physical environment would be undertaken prior to the arrival of a pupil or parent with significant physical disability such as wheelchair dependency.

This document will be approved by the governing body and the head teacher.

### **Links with other policies**

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

- Health and safety policy (including risk assessment procedures)
- Equality Policy 2020
- Special educational needs (SEN) information report – published on school website
- Supporting pupils with medical conditions policy
- Staff SEND Handbook – September 2020
- SEND Local Offer document – published on school website