



ACCESSIBILITY PLAN - 2025 to 2029

Sherborne Abbey CE Primary School

This document provides a framework on which schools can base their arrangements for Accessibility Plans that are compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. Sherborne Abbey CE Primary School's Accessibility Plan has been drawn based upon information from the School and Trust, and in conjunction with pupils, parents, staff and governors of the school¹ and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three year period ahead of the next review date.
2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that Sherborne Area School's Trust SAST will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
3. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
4. Sherborne Abbey CE Primary School's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:
 - increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a

¹ Include the Diocese in consultation when applicable.

reasonable timeframe;

- improve access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
 - improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
 6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
 7. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Curriculum Policy
 - Equality Objectives
 - Single Equality Policy
 - Staff Development Policy
 - Health & Safety Policy (including off-site safety)
 - Special Educational Needs Policy
 - Behaviour Management Policy
 - School Improvement Plan
 - Asset Management Plan / Suitability Survey
 - School Brochure / Prospectus and Vision Statement
 8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and now remains the responsibility of the Trust. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
 9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
 10. The School's complaints procedure covers the Accessibility Plan.
 11. The Accessibility Plan will be published on the school website.

12. The Accessibility Plan will be monitored through the LGB and the Trust Teaching, Learning and Improvement Committee

13. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

Approved/Reviewed:	Full Governing Body on:	Amendments Required . . .
DATE adopted	May 2012	
Reviewed	May 2016	
Reviewed	May 2020	Approved by SAST & AC members as no longer FGB
Reviewed	September 2025	
Next Review	September 2029	



Sherborne Abbey CE Primary School Accessibility Plan - 2025 to 2029 :
Improving the Curriculum Access

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
To ensure CPD is provided to all necessary staff to meet the needs of pupils with disabilities and/or medical issues and strategies to support them	Staff training requirements identified (Performance Management) Guest speakers, school nurse, link professionals, inset	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum when appropriate	As appropriate eg. Diabetic nurse support, epi pen training, asthma training updates	Increased access to an appropriate curriculum for all pupils, alongside improved attendance
Use outside agencies to advise school on the best possible ways to ensure children can access the curriculum appropriate to their needs	Employ outside expertise to help us deliver or train staff to deliver an appropriate accessible curriculum for all our children	staff feel confident that all their children are being taught fairly and have all the resources needed to make excellent progress	Ongoing	All children to make excellent progress, regardless of need
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current legislative requirements	Ongoing	Full access to all school activities such as trips out, residential visits, extended schools' activities and sporting events for all pupils
To ensure classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Ongoing as teachers change classroom set ups	More time available for pupils to participate in curriculum activities
Training for Academy Committee members if required to raise awareness of needs within our school	Provide training if required	Whole school community aware of issues relating to Access	Ongoing	Society will benefit by a more inclusive school and social environment
To deploy Teaching Assistants effectively to support pupils' participation	Review needs of pupils within each class and staff accordingly Ensure staff skills are matched to pupil needs	Pupils needs are appropriately met through effective deployment of skilled support staff, particularly on trips where children may need 1:1 assistance	Ongoing as trips are planned	All pupils are supported to achieve their full potential and access all parts of the curriculum not just in school but beyond



Sherborne Abbey CE Primary School Accessibility Plan - 2025 to 2029 :
Improving the Physical Access

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases Health & Safety issues necessitate more prompt action.

LOCATION	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY	TIMEFRAME	Cost (est.) £
Outside areas	◦ Car park	- Continually ensure cars are parked in designated areas only - Disabled parking space is available for parents/visitors to the school	Ongoing checking on parking	£0
	◦ Paving/surfaces	As the school is getting older/trees more mature ensure paving, road and playground surfaces are free of holes, mounds etc.	ongoing checking by caretaker/staff	£10,000 potentially
	◦ External Lighting	- External lighting to be tested regularly and maintained - Ensure lighting timetable is changed for winter months	ongoing	£1,000 potentially
	◦ Entrance Door	Reassess and update entrance door in light of any new disability access regulations	September 2020	£10,000



Sherborne Abbey CE Primary School Accessibility Plan - 2025 to 2029 :
Improving the Delivery of Written Information

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats, to include different languages as required	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology, contrasting colours.	As and when required	Delivery of information to disabled pupils and parents improved, alongside easier communication for families with EAL
Make available (if asked) school brochures, school newsletters and other information for parents in alternative formats	Continually review all literature given to parents and promote the availability of different formats for those that require it	All school information available for all through hard copy and website A lot of correspondence now emailed to parents or hard copies given to parents/carers without internet access	As and when required	Delivery of school information to parents and the local community improved