



Shillington and Stondon Lower Schools' Joint Federation ACCESSIBILITY PLAN

Author, date and title	Reviewed and ratified on (delegated to R&P committee)	Next review due date	Statutory Requirement
Sarah Woodham Joint Federation Accessibility plan	January 2022	January 2025 (every 3 years)	Yes
Sarah Flack Reviewed and updated	January 2026	January 2029	Yes

As Values Schools, Shillington Lower and Stondon Lower ensures that all its policies, principles and practices adhere to the Values Education ethos.

We are committed to recognising, valuing and respecting the diversity of our schools' communities. We adhere to the Local Authority's Equal Opportunities Policy and the Equality Duty 2010. We welcome all members of the schools' communities irrespective of race, ethnic or national origins, religious and political beliefs, gender, disability, sexuality, age, marital status and linguistic ability. We will ensure equality and value diversity, and address any unfair treatment, discrimination and prejudice.

All our schools' policies include the Pixie class (Shillington) and the before and after school club (Stondon).

Head Teacher:

Date:

Chair of Governors:.....

Date:

1. Introduction

This plan seeks to address the statutory requirements of the Equality Act 2010 (which replaced the Disability Discrimination Act 1995). Under this act, all schools should have an Accessibility plan. 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.

2. Objectives of the plan

To increase access to the school curriculum and to full participation in the school community for pupils, prospective pupils and adults with a disability or accessibility requirements in accordance with the school's planning duties under the Equality act of 2010 and SEND code of Practise 2015

3. The schools' existing accommodation provision for pupils and adults with a disability

Shillington and Stondon Lower schools are fully committed to providing an environment in which children and adults with a disability have access to all areas of learning. This is embedded in our Values, culture and ethos, is underpinned by our intention to 'Value Everyone, Value every chance, Value Every day' and is embedded within our SEND and Behaviour and Relationships policy.

At Shillington Lower school all accommodation is on the ground floor in the main block and the standalone preschool unit. All entrances, including classroom entrances, allow for wheelchair access. There is a large toilet facility/first aid room with a hoist and medical bed/shower room suitable and equipped for people with a disability in the main building and an accessible toilet in the standalone preschool. We currently have 2 pupils in our school who have a physical disability, both of whom use adapted equipment to support their needs.

At Stondon Lower school, all curriculum based accommodation in on the ground floor. The original School House building has office and resource space upstairs although other office and resource space is also available on the ground floor. There is a ramp up from the playground into school building and wheelchair users can access the School House using the same ramp. There is a toilet facility that has accessible access on the ground floor. The 2010 extension includes a hearing loop.

Both schools work closely with occupational therapists and physiotherapists as well as speech and language therapists, autism advisory teachers, sensory advisory teachers, behaviour support specialists, and the school health team. We also work with a number of professionals to train, advise and support us, including whole school autism training.

4. The schools' duties

The school and its Governing Board recognise their duty under the Equality Act of 2010 and SE|ND code of practice 2015.

- Not to discriminate against pupils, potential pupils, or adults on the grounds of disability in the provision of education and in respect of admissions and exclusions from school.
- 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 publish an accessibility plan detailing how to increase access to education for disabled pupils.
- To ensure that Personal Evacuation Plans (PEEP) are in place for those with a disability. These are kept in the office and shared with those that are working closely with the relevant individual(s).
- To ensure that any specialist equipment is fully functioning and maintained with regular checks at appropriate intervals when in use.
- To ensure that all strategies from Education and Health Care plans (EHCPs) are actioned to enable those children to have full access to the curriculum.

5. The Vision and aims of the Federation relates to all children and adults

We will provide a broad and balanced curriculum, rich in key skills and experiences which develops each child as an independent learner.

We will create a happy, safe and stimulating learning environment where the children feel safe, nurtured and are inspired to achieve their potential.

We will be an outward facing school drawing on the valuable knowledge, experience and life skills from our stakeholders, local community and from our environment.

We will teach children the importance of using and showing values and applying these in all aspects of their life

We are welcoming without exception; we take pride in similarities and differences whatever they are.

We will empower our children to be curious, adventurous, innovative, independent learners who are ambitious for themselves and each other. We want them to maximise every opportunity, overcome challenges and fulfil their potential as responsible citizens

We will provide a balanced framework of academic and holistic support to create and nurture the physical and emotional wellbeing of everyone.

6. Meeting the planning duties

	Action/school	Success criteria	Resources and time frame	Evaluation
To raise awareness with all staff of disability equality including hidden disabilities, mental health and wellbeing	BOTH SCHOOLS Whole staff CPD on awareness of disability and its impact where appropriate and timely.	Staff are aware of the needs of pupils and other staff (where it's appropriate)	Staff meeting time allocation Academic year 26/27	
All staff to have some knowledge and understanding appropriate to their role of neurodiversity. Staff working specifically with neuro diverse pupils to receive specific training in order to carry out their roles.	BOTH SCHOOLS All staff (relevant to role) to attend Autism awareness training and other specific training related to schools	Staff are aware of the needs of pupils and other staff (where it is appropriate)	Improving knowledge and awareness of specifically relevant areas as they arise and are relevant to our community. Engage with lead professionals to upskill staff.	

			Academic year 26/27	
Improving all classroom staff understanding of communication language development	<p>BOTH SCHOOLS</p> <p>As required training on language and communication for all staff and specific language and communication training for pupils working with pupils with language and communication needs.</p>	Children with language and communication needs are enabled to access the curriculum	Staff meeting time allocation Academic year 26/27	

7. Improving the school environment

	Action/school	Success criteria	Resources and timeframe	Evaluation
Classrooms are optimally organised to promote the participation and independence of all pupils.	<p>BOTH SCHOOLS</p> <p>Review and implement a preferred layout of furniture and equipment to support the learning process in on individual class basis.</p> <p>Use of visual timetables across the school where appropriate to do so.</p> <p>Implement any specific advice about room layout/organisation (EY/class with pupils with physical disabilities/difficulties)</p>	Children have ready access to a range of resources to support their learning.	Annually according to age and stage of pupils and needs within each class.	
	BOTH SCHOOLS			

All SEND children will be detailed on a support register and have individual pupil provision plans which are updated regularly with parents and carers	Relevant school staff engage with SENCO/parents/child and other external professionals to provide access to the curriculum	Provision map is up to date and forms a key part of the planning process for all pupils	Termly for all SEND pupils at Wave 2 support Appropriate processes at Wave 3 (EHC)	
To monitor accessibility for pupils and adults with physical disabilities in school.	BOTH SCHOOLS Stakeholder questionnaire used to inform actions and update action plan	Awareness of the needs of the school community	Annually as new pupils join the schools (spring term)	
To provide support for pupils to enhance emotional wellbeing	BOTH SCHOOLS Members of both schools have trained staff able to deliver nurture and self worth interventions. All staff have regular emotional health updates and training opportunities Wellbeing is a high profile focus of the 5 ways to wellbeing and links with vision and aims of both schools	Mental Health and wellbeing policy	Staff briefings held weekly highlight particular children	
To maximise opportunities	BOTH SCHOOLS	All classrooms support children who	2026-27 SDP	

to have language rich environments	Variety of resources available and classroom layout Maximising input from Speech and language training and EY reforms	have sensory processing difficulties/language development delays/ASD/Dyslexia		
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8. Written information

	Action/School	Success criteria	Resources and Timeframe	Evaluation
Ensure that written material is available in alternative formats where requested.	BOTH SCHOOLS Relevant classroom staff are aware of the needs of members of the school community and address any needs for adaptation	The school will be able to provide written information in different formats when required for individual purposes.	As needed	

Meeting specific needs

	Action/School	Success criteria	Resources and Timeframe	Evaluation
To ensure effective transition for all pupils with additional needs between classes, phases and between schools	BOTH SCHOOLS Transition meetings between class teachers for in school transitions. Year 4 staff and SENDco meet with receiving schools (Y4/5)	Children with additional needs experience effective transition	Annually (summer term)	

	Transition meeting with parents / carers and remotely with outgoing / receiving schools for pupils transferring in or out mid-year.		As required	
Ensure that the medical needs of all pupils and staff are met to ensure equal access	<p>BOTH SCHOOLS</p> <p>To ensure the Supporting Children with Medical Needs policy is up to date with the most recent guidance.</p> <p>Ensure all staff adhere to the medical needs policy.</p>	Reviewed as part of Safeguarding Governor visit and explicit reporting annually in the HT report to Governors.	Annually	
To ensure that all pupils with disabilities can access sports activities	<p>BOTH SCHOOLS</p> <p>Sports activities and equipment are adapted to meet the needs of all pupils to ensure full participation and extra adult support is provided and used where it is needed e.g. swimming.</p>	Pupils with disabilities participate fully in sports activities.	Advice taken from external agencies where appropriate.	

9. Monitoring and Evaluation

The Resources and Planning Committee are responsible for reviewing the Accessibility Plan. Different Governors play a significant specific role including the SEND governor, Equality Governor and Health and Safety Governor.

10. Links to Other Policies

- Equality information and objectives statement
- Special Educational Needs and Disability Policy
- Supporting pupils with medical needs policy
- Health and Safety policy
- Health and Wellbeing policy
- School Development plan