



Sawley Junior School - Accessibility Action Plan 2026-2028

We welcome all children to our school, including those with disabilities. Admissions arrangements ensure that pupils with disabilities are treated fairly and are not disadvantaged. Reasonable adjustments are made to support access throughout the admissions process and once enrolled. Families are encouraged to discuss any specific needs with the school at the earliest opportunity to ensure a smooth transition. Sawley Junior School is committed to ensuring that no child with SEND is treated less favourably than other pupils. We actively promote equality of opportunity and make reasonable adjustments to remove barriers to learning. Staff are trained in inclusive practice, and our curriculum and extracurricular activities are adapted to ensure all pupils can participate fully.

Our Accessibility Plan (2026-28) addresses the three required areas:

- increasing access to the curriculum for pupils with disabilities
- improving the physical environment of the school to increase access
- improving the delivery of written and other information to disabled pupils and their families.

School refers to the following documents to ensure compliance within all frameworks:

- Equality Act 2010
- Children and Families Act 2014
- SEND Code of Practice: 0-25 years
- Special Educational Needs and Disability Regulations 2014
- Supporting Pupils at School with Medical Conditions (DfE)
- Public Sector Equality Duty (PSED) under the Equality Act 2010

Current Good Practice

- The home/school agreement and our 'open-door' policy all encourage open communication of needs.
- We ask about any disability or health condition in early communications with new parents/carers. These are recorded on Arbor.
- We offer direct support to identified parents/families who may need support to access our facilities including paperwork.
- Disabled pupils are encouraged and supported to participate in extra-curricular activities. This may include providing extra one-to-one support or adapted equipment.
- Disabled toilets are available in the main block and annexes, suitable for both children and adults. In the main school, this includes private changing facilities with an accessible shower and in the annex block we have a changing bed and hoist.
- Support for communication is made available to enable current disabled pupils to engage in the life of the school and access the curriculum (e.g. hearing loop provided for child with hearing impairment).
- Information is made available in a range of formats (as required) for disabled pupils, parents and staff. For example, it can be e-mailed (Parent Mail), issued as a hard copy newsletter or given verbally.
- On-site car parking for staff and visitors includes dedicated disabled parking bays close to the main entrance. Entrances to the school are either flat or ramped and all have wide doors fitted to permit wheelchair access.
- The school has experience of pupils requiring enhanced access due to health care plans. DCC have implemented further improvements to access which are now completed.
- We organize multi-agency meetings with all health professionals to ensure our site remains safe and up to date with equipment to ensure our children can access the same opportunities as peers.

1. Management & Review

Item	Target	Strategy	Outcome/ Success Criteria	Timeframe	Progress/achieved
1.1	Ensure that the Accessibility Plan is an annual item at the Governing Body meetings. It will be reviewed annually, or earlier if required by changes in legislation or practice.	Clerk to governors to add to list for AGB meetings.	Adherence to legislation	Annually	Annual on AGB.

1.2	To review existing provision and identify additional requirements	Undertake annual accessibility audit using current Derbyshire County Council and DfE accessibility guidance.	Helps identify future needs and inform planning for the future.	Academic Year 2023/2024	This has been further developed due to pupils requiring upgraded access as part of health plans.
1.3	Develop staff awareness of disability issues.	Review staff training needs. Provide training for staff as required.	Whole school community is aware of issues. On-going	Ongoing	Staff have received manual handling (wheelchair) training.
1.4	Ensure that all policies consider the implications of disability access and the requirements of current legislation	Consider during review of each policy. Amend	Policies reflect current legislation and support accessibility	Ongoing	
1.5	Determine other classroom spaces which may need to have greater accessibility (if required) for wheel chair access.	Site inspection to determine any areas where wheelchair access is not suitable for self-drive support equipment.		Complete	Completed with DCC for enhanced access.
1.6	Ensure all complaints and concerns are dealt with swiftly	We encourage open communication with families and aim to resolve concerns swiftly. If you have a concern regarding SEND provision, please contact the class teacher, SENDCO in the first instance. If you feel this has not been resolved, please contact the Headteacher. If the issue remains unresolved, the ONE Academy Trust Complaints Policy outlines the formal steps, which apply to all complaints including those relating to SEND.	Clarity on complaints procedure	Ongoing	Complaints procedure information is shared clearly on the school website for parents.

2. Improve Physical Access					
Item	Target	Strategy	Outcome/ Success Criteria	Timeframe	Progress/achieved
2.1	Ensure site is accessible through well-kept pathways.	Ensure slabs are made even, hedges on cut back as required.	Clear access for all	Ongoing site surveys	
2.2	To ensure provision for current pupils is suitable for their needs.	Premises review & audit Feedback from parents/carers and current pupils Review with SENCO and staff EHCPs in place for children with identified special needs	Current pupils are able to access all required areas of the school and events Achieved for existing pupils and future intakes.	Ongoing	Achieved for existing pupils Monitor for each intake
2.3	Ensure the provision of accessibility equipment is planned in advance.	Ensure equipment is booked well in advance for fitting-determining which classroom space they will be in and which adults will need training.	Equipment in place and all adults competent prior to the start of the year.	Ongoing	Achieved for existing pupils Monitor for each intake
2.4	Ensure individual medical and dietary needs of all pupils are easily accessible and understood by relevant staff (e.g. allergies).	Photographs of each child linking name/identity of child with his/her specific needs are available for review by staff needing to know the information. Staff are briefed on the needs of children in their care. Individual dietary plans shared with all staff as necessary.	Current pupils have their individual needs met and staff ensure medical and dietary information is up to date to ensure best practice.	Ongoing	Achieved for existing pupils Monitor for each intake

2.5	Maintain safe access around exterior of school	Ensure that pathways are kept clear and accessible	People with disabilities can move safely around the school	Ongoing	
2.6	Ensure safety features are in place for pupils and parents with visual impairments.	Ensure that pathways and frequently used spaces are kept clear and accessible. Steps and curbs to be marked with paint to draw attention to possible trip risks. Interior corners or obstacles to be clearly marked with tape.	People with visual impairments can move safely around the school	Annual checks	Achieved for current students, audit to be completed as new children are identified to have this need.

2.7	Maintain safe access around interior of school	Awareness of flooring, furniture and layout in planning for disabled pupils and amendments to seating positions and furniture to ensure safe entry and exit to all areas.	People with disabilities can move safely around the school	Ongoing	Achieved for existing pupils Monitor for each intake
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3. Improve Curriculum Access					
Item	Target	Strategy	Outcome/ Success Criteria	Timeframe	Progress/achieved
3.1	Support all pupils to gain access to extracurricular activities through 1: 1 support if necessary	A checklist of all pupils attending extracurricular activities to be kept and analysis done termly to determine any gaps in provision and pupils targeted where appropriate.	All children have access where appropriate.	Termly	Achieved for existing pupils Monitor for each intake
3.2	Ensure provision for current students is suitable. Teachers and Teaching Assistants have a good understanding of the individual needs of pupils and incorporate these in planning and delivery	Communication between classes is carried out prior to start of term and recorded on handover sheet.	All children have their individual needs met. Children's safety and wellbeing is safeguarded.	Prior to term and reviewed ongoing	Achieved for existing pupils Monitor for each intake
3.3	Effective use of resources to increase access to the curriculum for all pupils	Strategic deployment of support staff. DEN support Intervention groups 1:1 support as required	All children have their individual needs met.	Ongoing interventions	Achieved for existing pupils Monitor for each intake

3.4	Facilitate and improve participation in afterschool clubs, leisure and cultural activities and schools visits	All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils. Risk assessments undertaken.	Pupils have their individual needs met	In response to an identified need	Achieved for existing pupils Monitor for each intake
3.5	Expand and adapt curriculum as necessary to ensure that pupils with a disability are able to access all aspects of the curriculum	Curriculum provision is kept under review to reflect needs as they arise. Includes pastoral support, timetable adaptations, speech and language therapy programmes	Pupils have their individual needs met	In response to an identified need	Achieved for existing pupils Monitor for each intake
3.6	Ensure learning environments are accessible for neurodiverse pupils	Review classroom environments, communication systems, sensory supports, visual timetables and adaptive teaching approaches annually	Inclusive classroom environments ensure all pupils feel regulated and ready to learn.	Reviewed termly in line with learning plans	Amendments to visual stimulation and correct learning adaptations have supported pupils well. Achieved for existing pupils but monitored in line with learning plan reviews or as appropriate.

4. Improve Access to Information

Item	Target	Strategy	Outcome/ Success Criteria	Timeframe	Progress/achieved
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4.1	Ensure provision of information for current pupils and parents/carers is provided in suitable formats.	Undertake review to ensure that all current pupils and parents/carers can access relevant information	All parents and pupils will have access to information	In response to an identified need.	Regularly reviewed to ensure we continue to achieve this objective.
4.2	Improve the delivery of written information to pupils, staff, parents/carers and visitors with disabilities.	Consider range of formats available and how these might be expanded for ease of accessibility within a reasonable timeframe. School to use LA Services for converting information into alternative formats.	All pupils, staff, parents/carers and visitors with disabilities can access school information quickly and easily.	As need arises	Regularly reviewed to ensure we continue to achieve this objective.
4.3	Ensure signage is appropriate height around school and visually accessible	Site check/replace	All signs around school are accessible	Ongoing	Achieved.
4.4	Ensure digital information is accessible to all users.	Review school website and communication systems annually against recognised accessibility standards and provide alternative formats where required.	Parents, pupils and visitors can access digital information independently.	Annual checks	Achieved

Emerging needs and reasonable adjustments:

The school recognises that accessibility needs may emerge during the lifetime of this plan. Reasonable adjustments will be made proactively and reviewed through the Assess, Plan, Do, Review process and through annual review meetings where appropriate.

