



'Aim High Be Happy'

Accessibility Plan

Policy Control	
Responsible Person:	Headteacher
Responsible Governor Team:	Safeguarding
Approved by Governors:	January 2026
Date due for review:	January 2029

Our school policies are written with the objective of continuously improving the school in our aim of realising the school's vision:

At Sandhurst Primary School, children come first and our priority is to deliver high quality teaching and learning whilst at the same time providing rich and truly enjoyable learning experiences for our community of children. Everything we do as a school is to ensure that the children achieve their very best; we are deeply aware that children only get one chance at their primary education and it is our job to ensure that they all reach for the highest levels of personal achievement and development. We want every child to be successful; to reach for success from the very first day that they join us and throughout their school lives so that when they leave us, they have a love of learning for the rest of their lives.

Our School Values

Sandhurst Primary School values

With **kindness** in our hearts,
we find **enjoyment** in our learning and
seek **challenge** in all that we do.

and all our stakeholders are encouraged to *reflect* upon their learning

Purpose of the plan

This three-year plan supports Sandhurst Primary School's Accessibility Policy and identifies practical actions to improve access for disabled pupils and prospective pupils. It is organised around the three areas required by Schedule 10 of the Equality Act 2010.

The plan is a working document. Actions may be added or amended during the three-year period in response to changing pupil needs, site developments, pupil and parent feedback, specialist advice and monitoring.

Increasing access to the curriculum

Priority / action	Monitoring / evidence	Responsibility	Timescale	Success criteria
Audit curriculum accessibility and identify barriers for disabled pupils, including participation in PE, trips, clubs, performances and enrichment.	Curriculum/SEND monitoring; pupil and parent voice; visit planning.	SENCO / AHT / subject leaders	Annual, Autumn term	Disabled pupils participate fully wherever reasonably possible and identified barriers lead to timely action.
Ensure reasonable adjustments and adaptations are understood and consistently implemented for pupils who require them.	Learning walks; provision records; pupil progress and feedback.	SENCO / class teachers	Ongoing	Pupils can access learning, resources and assessment and staff can explain the adjustments they make.
Identify staff training needs arising from current and prospective pupils' disabilities or accessibility needs.	Training record; staff feedback; review of impact.	SENCO / Headteacher	At least annually and as needs arise	Staff have the knowledge and confidence to meet identified needs.
Seek appropriate specialist advice and work with external professionals where additional expertise is required.	Records of advice and actions; review meetings.	SENCO	Ongoing	Specialist recommendations are considered and appropriate actions are implemented and reviewed.
Ensure disabled pupils are represented positively within curriculum resources, assemblies, books and wider school life.	Curriculum and resource review; pupil voice.	Subject leaders / class teachers	Ongoing	Pupils see positive and inclusive representation and report a strong sense of belonging.

Improving the physical environment

Priority / action	Monitoring / evidence	Responsibility	Timescale	Success criteria
Complete an accessibility walk of the school site, including entrances, routes, toilets, classrooms, hall, playground, field and outdoor learning areas.	Recorded accessibility audit and premises actions.	Headteacher / SENCO / H and S governors	Annual	Physical barriers are identified promptly and reasonable improvements are planned and completed.
Review accessibility whenever building, refurbishment, furniture, signage or outdoor-area changes are planned.	Premises plans; governor monitoring; risk assessments.	Headteacher / governors	As changes are planned	Accessibility is built into premises decisions rather than considered retrospectively.
Review individual access arrangements for new or prospective pupils, staff and regular visitors with disabilities.	Transition records; individual risk assessments / plans where needed.	SENCO / Headteacher / office	On admission or when need identified	Necessary reasonable adjustments are in place as early as practicable.
Ensure emergency evacuation arrangements meet individual needs and develop a PEEP where specific assistance is required.	PEEP review; fire drill records.	Headteacher / SENCO / site team	On need and at least annually	Individuals who require additional evacuation support have clear, current arrangements understood by relevant staff.
Review sensory aspects of the environment, including lighting, noise, acoustics, signage, visual contrast and access to quieter spaces.	SEND monitoring; pupil voice; accessibility audit.	SENCO / Headteacher	2026–27 then annual review	Reasonable sensory barriers are identified and reduced.

Improving access to information

Priority / action	Monitoring / evidence	Responsibility	Timescale	Success criteria
Ensure key school information can be provided in an accessible format where reasonably required.	Requests and responses; parent feedback.	Headteacher / office	Ongoing	Disabled pupils and families can access the information they need in an appropriate format.
Review the accessibility and readability of information published on the school website, including the Accessibility Policy/Plan and SEND information.	Annual website compliance check.	Headteacher / office / SENCO	Annual	Statutory accessibility and SEND information is current, easy to locate and readable.
Identify pupils who require adapted written information or communication support and ensure agreed approaches are used consistently.	Pupil plans; learning walks; pupil/parent feedback.	SENCO / class teachers	Ongoing	Pupils receive information in a form that enables them to understand and participate.
Seek pupil and parent/carer views about accessibility and use feedback to inform future priorities.	SEND reviews; surveys / discussions; governor monitoring.	SENCO / Headteacher	At least annually	Feedback is recorded and demonstrably informs accessibility actions.

Monitoring and review

The SENCO and Headteacher will monitor progress against this plan and report relevant progress and priorities to governors. The plan will be reviewed during the three-year period as needs change and will be formally renewed by Autumn 2029.