



'Aim High Be Happy'

Accessibility Policy

Policy Control	
Responsible Person:	Amanda Norman
Responsible Governors:	Frances Holland
Approved by Governors:	June 2026
Date due for review:	June 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 learning and teaching, 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 children are challenged 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

Kindness Enjoyment Challenge

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

1. Purpose and statutory framework

Sandhurst Primary School is committed to providing an inclusive environment in which disabled pupils and prospective pupils can participate fully in school life. This policy sets out the school's approach to accessibility and should be read alongside the separate Accessibility Plan 2026–29. The policy is informed by the Equality Act 2010, including the Public Sector Equality Duty and Schedule 10, and by the Children and Families Act 2014 and the SEND Code of Practice: 0 to 25 years.

Under Schedule 10 of the Equality Act 2010, the school must prepare, implement, review and publish an Accessibility Plan. The plan focuses on three statutory areas:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment to increase the extent to which disabled pupils can take advantage of education, benefits, facilities and services; and
- improving the delivery of information to disabled pupils which is readily accessible to pupils who are not disabled.

2. Definition of disability

For the purposes of the Equality Act 2010, a person is disabled if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. 'Substantial' means more than minor or trivial and 'long-term' generally means that the effect has lasted, or is likely to last, for at least 12 months. The definition can include physical, sensory, learning and neurodevelopmental impairments and long-term health conditions. Some conditions are treated as disabilities from the point of diagnosis.

3. Our commitment

- promote equality of opportunity and positive attitudes towards disability;
- identify and remove barriers to participation wherever reasonably possible;
- anticipate the needs of disabled pupils and prospective pupils rather than waiting for difficulties to arise;
- work in partnership with pupils, parents and carers and relevant professionals;
- ensure that disabled pupils are not treated less favourably because of disability;
- make reasonable adjustments, including the provision of auxiliary aids and services where reasonable;
- consider accessibility when planning curriculum provision, educational visits, clubs, premises work, communication and information.

4. Reasonable adjustments

The school has a duty to make reasonable adjustments where a disabled pupil would otherwise be placed at a substantial disadvantage compared with pupils who are not disabled. Decisions are made on the circumstances of the individual case. Factors may include the effectiveness and practicability of the adjustment, the pupil's needs, health and safety, the resources available, cost and disruption, and the interests of other pupils.

The school will not assume that an adjustment is unreasonable simply because it has not previously been made or is not listed in the Accessibility Plan. Where appropriate, auxiliary aids or services may be provided. The school will seek specialist advice where this is needed to identify an effective adjustment.

Not all disabled pupils have special educational needs and not all pupils with SEND are disabled. Accessibility needs will therefore be considered for every pupil individually, whether or not they have an Education, Health and Care (EHC) plan.

5. Curriculum accessibility

- Sandhurst Primary School aims to ensure that disabled pupils can access a broad, balanced and ambitious curriculum and participate in the wider life of the school.
- Teachers will plan reasonable adaptations and adjustments to teaching, resources and assessment.
- The SENCO will support staff to identify barriers and appropriate provision.
- Staff training will reflect the needs of pupils currently in school and, where known, prospective pupils.
- Educational visits, PE, clubs, performances and enrichment will be planned with accessibility in mind.
- The school will seek advice from local authority specialist services, health professionals and other relevant professionals where appropriate.
- Pupil and parent voice will inform decisions about provision and accessibility.

6. Physical environment

The school will consider accessibility when maintaining, refurbishing or developing the site. The current site includes ground-floor classrooms, level or ramped access where necessary, accessible public areas and an accessible toilet.

- access routes, entrances, doors and circulation spaces;
- accessible toilet and changing arrangements;
- parking and safe arrival/departure arrangements;
- lighting, acoustics, signage and visual contrast;
- access to playgrounds, the field and outdoor learning;
- storage and use of mobility or specialist equipment;
- emergency evacuation arrangements.

A Personal Emergency Evacuation Plan (PEEP) will be developed where an individual pupil, member of staff or regular visitor requires specific assistance or arrangements to evacuate safely.

7. Accessible information

The school will take reasonable steps to ensure that information is accessible to disabled pupils and families. Information can be made available in alternative formats where reasonably required, for example enlarged print, electronic formats or other formats agreed with the individual. The school will also consider readability, communication needs and website accessibility.

8. Admissions and transition

The school will seek relevant information about the accessibility needs of new and prospective pupils and will work with families, previous settings and relevant professionals to plan reasonable adjustments and support transition. Disability will not be used as a reason to discriminate unlawfully in admission arrangements.

9. Responsibilities and monitoring

- The Governing Body approves the policy and plan and monitor's progress.
- The Headteacher is responsible for ensuring that the policy and plan are implemented.
- The SENCO coordinates day-to-day accessibility work, supports staff and contributes to review of the plan.
- All staff are responsible for identifying and reducing barriers within their role and for implementing agreed reasonable adjustments.
- The Accessibility Plan will be reviewed regularly and formally renewed at least every three years. Progress will be reported to governors.

10. Linked policies and information

SEND Policy and SEN Information Report
Equality Information and Objectives
Supporting Pupils with Medical Conditions Policy
Safeguarding and Child Protection Policy
Behaviour Policy
Educational Visits Policy
Health and Safety Policy
Fire Safety and emergency evacuation arrangements
Curriculum policies

This policy and the Accessibility Plan will be published on the school website. Alternative formats can be requested from the school office.