

Accessibility plan

Astley Primary School



Approved by:	APS Governors	Date: January 2025
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Last reviewed on:	January 2025
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Next review due by:	January 2028
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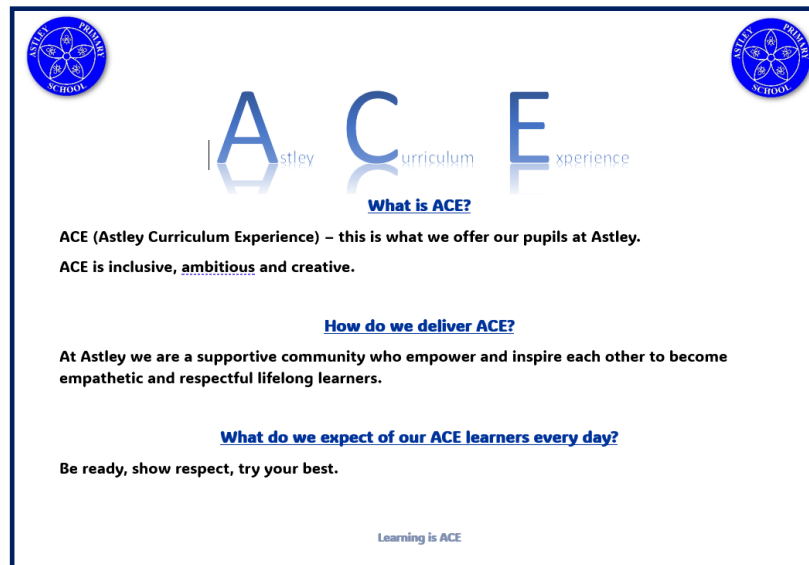
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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.



The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	• Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils	Ensure Teachers and Teaching Assistants have specific training on disability needs as appropriate. Continue to offer a differentiated curriculum for all pupils and resources are used to support access to learning including use of the outdoor area. Ensure all staff are aware of disabled children's curriculum access in all subjects. All extra-curricular/trips including residential trips are planned to ensure, where reasonable, the participation of all pupils.	Training to be offered as appropriate. Curriculum is mapped to show intent and how skills are progressed and developed. Teachers plan lessons with adaptations for those that need them. For some children they will have their own personalised activity. Staff consider what resources/areas (including outdoors) can be used in lessons to enhance learning. Adaptions planned for children when appropriate. Information sharing with all agencies involved with the child when appropriate. Trips/extra-curricular activities are planned with all children in mind and reasonable adjustments are made to ensure children can take part. Risk assessments are created for individual pupils.	Inclusion Lead/HT Subject Leaders Inclusion Lead Inclusion Lead Class Teachers	January 2026	Staff have an awareness of the needs of all pupils' in their class and across the school. The curriculum and extra-curricular activities include adaptations for all pupils to help support their learning and access to the curriculum.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: • Ramps • Disabled parking bays • Disabled toilets and changing facilities. • Many library shelves at wheelchair-accessible height	Regularly review access to the physical environment for all pupils', staff, and parent/carers. The school is aware of the access needs of disabled children, staff, governors, and parent/carers. The school staff are aware of access issues. Ensure disabled parking spaces are available and have mechanisms to keep them clear. Ensure all disabled pupils/staff can be safely evacuated.	Review and maintain the physical environment. Awareness of accessibility in corridors and cloakrooms – keeping these areas as clear and tidy as possible. To create access plans for individual disabled children as appropriate Find out the access needs of parents/carers and issue permits to those that need them. Inform parents/visitors of where disabled parking spaces are and carry out periodic checks to ensure that they are left clear. Parking permits issued to those that need them. Put in place Personal Emergency Evacuation Plans for all disabled pupils/staff. Develop a system to ensure all staff are aware of their responsibilities during an evacuation.	Caretaker/HT All staff Class Teachers/SLT Office/Staff Headteacher/SLT SLT/Class teams		Staff, pupils and visitors have access to all areas of the school site.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations • Microphones for children with hearing impairments.	Use IT software to support learning. Review information to parents/carers to ensure it is accessible.	Install software where needed. Ask parents/carers about access needs when a child is admitted to school. Ensure letters are proof-read prior to being sent to parents so that content is understandable. Produce newsletters, brochures etc in alternative formats e.g. large print, coloured backgrounds, if requested.	Synergy IT Office staff/Class teachers/SLT		Information is presented to pupils and families in a way that is accessible.

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the Governors, Headteacher and Inclusion Lead.

It will be approved by the governing board and headteacher.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy