

# Accessibility Plan



Ashton CEVC Primary School

March 2023 – March 2026

<b>Approved by:</b>	Jude Busari	<b>Date:</b> March 2023
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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.

Ashton CEVC Primary School is described by both visitors, parents and staff as being a welcoming and happy environment. Our strap line is “Each Valued. Each Talented. Each Unique. Valuing all God’s Children.”

This underpins our work every day as we strive to achieve the best outcomes for all of our children. We want all children to enjoy school to be challenged to achieve their full potential, and to consider their time at school as their own learning adventure. We are committed to giving our pupils every opportunity to achieve. We do this by taking account of pupils’ varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations of all pupils. The achievements, attitudes and well-being of all of our children matter.

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.

We have included a range of stakeholders in the development of this accessibility plan, including governors, parents, staff and children.

## 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.

The information set out in the column of 'current good practice' are examples to guide your own analysis of your current practice. They are not a thorough representation of good practice – you will need to adapt it to suit your school's context.

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<p>Explain your school's approach here. Examples:</p> <ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils.</li> </ul>	<p>Ensure all resources used in class meet any emerging needs of new pupils joining the school.</p>	<p>Adapt resources as needed if/when new children start who need reasonable adjustments.</p>	Class Teacher	Ongoing	Resources are in place to meet the needs of all children in the school.
		<p>Ensure that there is representation of different groups, including those with disabilities, in the resources that we use in class.</p>	<p>Audit resources and ensure that all groups/disabilities are represented.</p>	Class Teacher	Ongoing	Resources used in lessons and in central resources (library) represent different disabilities.
		<p>Develop the use of assessment in foundation subjects for all pupils.</p>	<p>Use of new curriculum resources to develop assessment for all in foundation subjects</p>	Class Teacher/Subject Leads	By July 2023	All pupils are assessed accurately in all subjects.

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Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	<p>All in place</p> <p>Ensure that toilet is free from clutter and useable by disabled visitors.</p>	<p>None</p> <p>Regular check on the tidiness in the disabled toilets.</p>	<p>Head Teacher</p> <p>Site Supervisor</p>	Ongoing	<p>All areas of the school are accessible to all stakeholders.</p> <p>Disabled toilet is free from clutter.</p>
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> </ul>	<p>Ensure that pupil/stakeholders needs are met when sending out resources and information.</p>	<p>Ensure that signage is clear.</p> <p>If we have a pupil with hearing loss, install of hearing loop and appropriate resources to support.</p>	<p>Head Teacher</p> <p>SENCo</p>	Ongoing	<p>Resources in school help support all of the needs of the pupils to have equal access to the curriculum.</p>



## 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 head teacher.

It will be approved by the governing body

## 5. Links with other policies

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

- 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