



Ashbourne Primary School

Accessibility Policy

Policy written by: Vicky Howell

Ratified by: LGC

Date of ratification: 23rd September 2026

How often should this policy be reviewed: Every three years

Date of next review: Summer 2029

Signature: _____ Chair of LGC

Signature: _____ Headteacher

Ashbourne Primary School

Accessibility Plan

2026-2029

Ashbourne Primary School is an inclusive school. We are committed to giving all our pupils every opportunity to achieve the highest of standards.

This plan shows how Ashbourne Primary School intends to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

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.

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 objectives are detailed in the Action Plan below. However, this Accessibility Plan is not a standalone document, but should be considered alongside the following school policy documents:

- Disability Equality
- SEND Information Report
- Equal Opportunities
- Special Educational Needs & Disabilities (SEND) Policy
- Local Offer
- Safeguarding Policy
- Health & Safety Policy
- Staff related policies, e.g. risk assessments, Derbyshire County Council Return to Work Procedures

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.

Current range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities and children with hearing impairments. **At present we don't have any pupils with a visual impairment.**

Action Plan

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

1. Increase access for disabled pupils to the school curriculum

Target	Strategies	Timescale	Responsibility	Success criteria
Increase confidence of all staff in adapting the curriculum	Assign CPD for different methods of adaptation and recording methods for all new staff	On going and as required for new staff	SENCO	Raised staff confidence in strategies for adaptation and seen in lesson observation, learning walks and book scrutinies
Ensure pupils with hearing impairment have full access to teaching, learning and school activities through appropriate reasonable adjustments and specialist advice.	-Follow individual recommendations and specialist advice from the Teacher of the Deaf/Sensory and Physical Support Team. -Ensure appropriate seating, positioning and classroom acoustics, with background noise minimised wherever reasonably possible. -Use hearing technology and specialist equipment consistently and effectively, where prescribed. -Use accessible communication strategies, including facing pupils when speaking, gaining attention before speaking, checking understanding and providing visual support alongside verbal information. -Ensure accessibility is considered across the wider curriculum, including assemblies, performances, PE, educational visits and audio/visual resources. -Provide relevant staff training and regularly review provision using pupil/parent voice and specialist advice.	Ongoing	Headteachers SENCO	Pupils with hearing impairment can access teaching, instructions, discussions and wider school activities. Staff understand and consistently implement individual communication and accessibility strategies. Specialist equipment and recommended adjustments are used effectively.
To identify pupils who may need additional provision to ensure smooth transition.	-Liaise with pre-school providers to review potential intake for September 2026-2027-2028. -Liaise with SENCo's to ensure clear transfer of records/information -Arrange multi-agency meetings where necessary to ensure the provision is suitable -Observe the child in their setting prior to attending our school	Summer Term for transition and Autumn Term follow-up each September	Headteachers SENCO EYFS Leader	Procedures, resources/equipment and strategies in place. Parents are kept informed of provision and consulted.

	-Any changes in pupil's needs identified within SENCo progress meetings – termly and IEPs to reflect any needs identified -Meeting arranged with parents – information sharing/needs of the child			
To ensure all staff are fully aware of the needs of all pupils who have an EHCP/Inclusion Funding/SEND support.	-Transition meetings in the summer term -Transfer of records / meetings with teachers and relevant staff & -SEND Folders up-dated and to include all relevant documents/info. shared -Create and up-date provision maps showing the overview for each year group and individual pupil's need -My Concern updated where necessary	Transition meetings at the end of year On-going meetings with SENCo	SENCO	All staff are clear about their responsibilities in meeting pupil's needs. Individual Education Plans identified and on provision maps and/or IEPs where needed.
Ensure classroom support staff have specific training on disability issues	Training on individual Care plans for all staff	On going and as required for new staff	Headteachers	Care plans in use and kept up to date
Effective use of equipment to access the curriculum	Pencil grips, sensory boxes/fiddle toys, Balance cushions and writing slants, laptops, coloured overlays, printed font, time outs, ear defenders for pupils who need them	As needed	SENCo	Barriers to accessing curriculum removed.
Adaptions to the curriculum to meet the needs of individual learners	Pastoral support Timetable variations Wellbeing plans	As needed on individual basis	SENCO Pastoral team	Positive outcomes for all learners
To review the attainment of pupils with SEND regularly through whole school tracking systems.	-Attainment of SEND children over the year to be analysed termly -IEPs to reflect needs of pupils based on progress made	Min. of 3 x annual IEP meetings 1 x annual EHCP review Ongoing	Headteachers SENCO	Analysis shows that progress has been made Progress towards the IEP targets has been achieved. Provision has been reviewed and amended based on needs of pupils

2. Improve access to the physical environment of the school

Target	Strategies	Timescale	Responsibility	Success criteria
To continue to maintain the physical environment of the school in order to maintain accessibility for all pupils.	<u>Indoor</u> -Identify needs of new in-take/new starters and make reasonable adjustments to the physical environment -Assess needs of pupil and plan for smooth transition -Plan classrooms accordingly -Involve Hearing Impairment and Physical Impairment Teams to support with transition and any specialist equipment -Maintain good working order of all disabled toilets and facilities <u>Outdoor</u> -Maintain good up-keep of all areas to allow easy access -Fire Routes – continue to follow procedures to ensure all disabled pupils and staff are aware of safe routes	Ongoing	Headteachers SENCo Site team – Site Manager, Cleaning Team Leader All staff	The environment is suitable for disabled children entering school • Classroom environment is accessible and meeting the needs of pupils wherever possible
Ensure pupils are able to access toilets independently	Step in place Raised toilet seat	Ongoing support for independence	SENCo and physical impairment team	Pupils to access toilets
To ensure classroom environments meet the needs of pupils.	-Environment monitoring to take place on a regular basis. -Ensure environments meet the needs of the children by being stimulating but not overly through learning walks, lesson observations -Needs of the child to be carefully thought through and classrooms adapted accordingly -Seek views of children where necessary	Ongoing	Headteachers SENCo Class Teachers	Access to the curriculum improved through the use of good quality resources, interventions and adaptations.

3. Improve the delivery of written information to disabled pupils

Target	Strategies	Timescale	Responsibility	Success criteria
Ensure all new staff are aware of the guidance on accessible formats	Guidance to staff on dyslexia and accessible information	Ongoing	SENCo	A range of dyslexia friending strategies are used, e.g. coloured backgrounds, printed

				fonts, multi-sensory approach etc
Ensure pupils with reading difficulties can access information	-Use of coloured overlays -Use of printed font where necessary, e.g. for pupils with mild to severe signs of Dyslexia	Ongoing	SENCo Class Teachers	Coloured overlays in use at home and school Printed font in use at home and in school
Provide information in simple language, symbols, photographs for pupils or parents who may have difficulty with standard English print.	-Symbols available for those who need it. -Classrooms labelled -Displays offer visual and written support/adapted where needed -Photographs/images for visual support on display -Parental support from Child and Family Wellbeing leaders	As needed	Headteachers SENCO Child and Family Wellbeing leaders Class Teachers	All can access information about the school. Visual and written environment offers support and is consistent around the school.
To use class Dojo to communicate with parents regularly, share information and send over specific files when needed	-Connect all pupils to class dojo and relevant staff to each class -Share specific files and information to parents through the messaging tool -Ensure questions are answered through the app when needed	On going	SENCo All staff SLT	Parents and teachers are connected through class dojo. All parents are connected and use the app to communicate with relevant staff.

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 headteachers.

It will be approved by the governors and the Trust.