



Asterdale Primary School

Accessibility Policy

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We as a school consider our equality duties under the Equality act 2010. The general duties are to: -

- Eliminate discrimination
- Advance equality of opportunity
- Foster good relations

This policy understands the principle of the Act and the work needed to ensure that those with protected characteristics are not discriminated against and are given equality of opportunity.

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Accessibility Plan – Asterdale Primary School

Statement of intent

Asterdale Primary School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience and maximise access and participation.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions.

The school recognises that disability may include physical, sensory, medical and neurodevelopmental differences, including but not limited to autism, ADHD, specific learning difficulties, sensory processing differences and mental health needs.

This policy must be adhered to by all staff members, pupils, parents and visitors.

1. Legal framework

1.1. This policy has due regard to legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017

1.2. This policy has due regard to national guidance including, but not limited to, the following:

- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

1.3. This policy will be used in conjunction with the following school policies and procedures:

- Equality and Diversity Policy
- Equality Information and Objectives Policy
- Early Years Foundation Stage (EYFS) Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equal Opportunities and Dignity at Work Policy
- Admissions Policy
- Behaviour Policy

- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-Bullying Policy
- Curriculum Policy
- Health and Safety Policy
- School Development Plan
- Data Protection Policy

In accordance with the Public Sector Equality Duty (PSED), the school will have due regard to the need to:

- Eliminate unlawful discrimination, harassment and victimisation.
- Advance equality of opportunity between people who share a protected characteristic and those who do not.
- Foster good relations between people who share a protected characteristic and those who do not.

2. Definition

- 2.1. A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.
- 2.2. The Equality Act 2010 means that schools cannot unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage or civil partnership.

3. Roles and responsibilities

- 3.1. Staff members will act in accordance with the school's Accessibility Policy and Accessibility Plan at all times.
- 3.2. The headteacher, in conjunction with the governing board or a select committee, will create an Accessibility Plan with the intention of improving the school's accessibility.
- 3.3. The governing board, or a select committee, will be responsible for monitoring the Accessibility Plan.
- 3.4. The full governing board will approve the Accessibility Plan before it is implemented.

- 3.5. All staff members are responsible for ensuring that their actions do not discriminate against any pupil, parent or colleague.
- 3.6. The headteacher will ensure that staff members are aware of pupils' disabilities and medical conditions where necessary.
- 3.7. During a new pupil's induction, the headteacher will establish whether the pupil has any disabilities or medical conditions which the school should be aware of.

- 3.8. The headteacher is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.
- 3.9. The headteacher, governing board and SLT will work closely with the LA and external agencies to effectively create and implement the school's Accessibility Plan.
- 3.10. The SENDCO will work closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- 3.11. All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010.
- 3.12. Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin.

4. Accessibility Plan

- 4.1. The Accessibility Plan will be structured to complement and support the school's Equality and Diversity Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.
- 4.2. The Accessibility Plan will be presented as either a freestanding document or as part of another document, such as the School Development Plan.
- 4.3. The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents and visitors to the school within a given timeframe.
- 4.4. The plan has the following key aims:
 - To increase the extent to which pupils with disabilities can participate in the curriculum
 - To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
 - To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.
- 4.5. The intention is to provide a projected plan for a three-year period ahead of the next review date, which will be in July 2029

- 4.6. If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.
- 4.7. The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.
- 4.8. The Accessibility Plan will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.
- 4.9. Both the Accessibility Policy and Accessibility Plan will be published on the school website.
- 4.10. The school will collaborate with The Trust in order to effectively develop and implement the plan.
- 4.11. An access audit will be undertaken by the governing board and SENDCO every year.
- 4.12. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.
- 4.13. During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review.
- 4.14. The Trust will prepare accessibility strategies based on the same principles as the school's Accessibility Plan.
- 4.15. The Trust will provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

5. Digital accessibility

The school will work to ensure that digital communications, online learning platforms and website content are accessible wherever reasonably practicable. Consideration will be given to:

- Readability and formatting.
- Compatibility with screen readers.
- Alternative formats where required.
- Accessible electronic communications for parents and carers.

6. Mental health accessibility

The school recognises that some disabilities may be non-visible and may include long-term mental health conditions. Appropriate support and reasonable adjustments will be considered in consultation with pupils, families and relevant professionals.

7. Equal opportunities

- 7.1. The school strives to ensure that all existing and potential pupils are given the same opportunities.
- 7.2. The school is committed to developing a culture of inclusion, support and awareness.
- 7.3. Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported.
- 7.4. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take

appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.

- 7.5. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need.
- 7.6. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

8. Admissions

- 8.1. The school will act in accordance with the Admissions Policy.
- 8.2. The school will apply the same entry criteria to all pupils and potential pupils.
- 8.3. The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school.
- 8.4. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.
- 8.5. Information will be obtained on future pupils in order to facilitate advanced planning.
- 8.6. Prospective parents of pupils with an EHCP, and pupils with SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.

9. Curriculum

- 9.1. The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual and emotional needs.
- 9.2. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments.
- 9.3. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.
- 9.4. The class teacher and the SENDCO will work together to adapt a pupil's Target Plan (MEP), with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.

- 9.5. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.
- 9.6. Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis.
- 9.7. The class teacher, in discussion with the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment.
- 9.8. There are established procedures for the identification and support of pupils with SEND in place at the school.
- 9.9. Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching, e.g. 'pupil passports'.
- 9.10. Specialist resources are available for pupils with visual impairments, such as large print reading books.
- 9.11. Learning support assistants are deployed to implement specific literacy, numeracy and speech programmes.

10. Physical Environment

- 10.1. The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises.
- 10.2. There are no parts of the school to which pupils with disabilities have limited or no access to.
- 10.3. The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.
- 10.4. There are provisions for nappy changing.
- 10.5. Where entrances to the school are not flat, a ramp is supplied for access.
- 10.6. Wide doors are fitted throughout the school to allow for wheelchair access.
- 10.7. The corridor flooring and lighting is designed to support those who are visually impaired.

11. Monitoring and review

- 11.1. This policy will be reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published.

- 11.2. The governing board and headteacher will review the policy in collaboration with the SENDCO.
- 11.3. Equality impact assessments will be undertaken as and when school policies are reviewed.



Appendix A – Accessibility Plan

Planning Duty 1: Curriculum

Governing boards must undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long-term actions should then be identified to address specific gaps and improve access. All procedures should be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents.

	Target	Strategies	Who	When
1	Improve inclusive classroom practice	Annual staff training on adaptive teaching and neurodiversity	Senior leaders	At least annual refresher for all staff
2	Improve use of assistive technology	Audit and expand availability of assistive software and devices	Senior leaders	At least annually
3	Enhance participation in enrichment activities	Ensure educational visits and clubs are accessible through reasonable adjustments	Senior leaders	Termly



Planning Duty 2: Physical Environment

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long-term actions should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents.

	Target	Strategies	Who	When
1	Maintain accessibility of premises	Annual accessibility audit reported to governors	Head, Governors, Site Manager	As required
2	Improve signage	Review use of visual and high-contrast signage	Head, site manager	As required
3	Improve sensory accessibility	Consider quiet spaces and sensory support arrangements where appropriate	Head, SENDCO, site manager	As required



Planning Duty 3: Information

Governing boards should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long-term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents.

	Target	Strategies	Who	When
1	Improve digital accessibility	Review website and key documents annually	Head Office manager SBM	Termly
2	Improve communication with families	Provide alternative formats where requested	Office Head	Termly
3	Strengthen emergency planning	Review PEEPs annually and following any significant change Review current emergency, evacuation and lockdown procedures	Head Senior leaders Office team Fire wardens	Annually