



# **Accessibility Policy and Action Plan**

## **2026-2029**

<b>Formally adopted by the Governing Board of:-</b>	<b>Ashleigh Primary School and Nursery</b>
<b>On:-</b>	<b>04.02.2026</b>
<b>Chair of Governors:-</b>	<b>Mr. Sam Greenhalgh</b>
<b>Annual review to be completed:</b>	<b>2026 &amp; 2027</b>
<b>Last updated:-</b>	<b>03.12.2025</b>

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## **1. The Purpose of this Plan**

The Equality Act 2010 replaced previous discrimination law, including the Disability Discrimination Act, and provides a single piece of legislation.

Ashleigh is committed to providing a fully accessible environment to all children, staff, parents and carers, and visitors.

This plan sets out how our school will increase access to education for disabled pupils in three key areas:

- a) Increasing the extent to which pupils with disabilities can participate in the school curriculum;
- b) Improving the physical environment of the school to increase the extent to which pupils with disabilities can take better advantage of education, benefits, facilities and services provided;
- c) Focusing on how we deliver information, which is often only provided in writing, to improve accessibility for all including parents with disabilities.

Our school accessibility plan will be reviewed every three years and reported on annually.

## **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.

Where something the school does places a disabled person at a substantial disadvantage compared to a non-disabled person, we will take all reasonable steps to try to avoid that disadvantage. This may mean changing the way we work, providing extra equipment or removing physical or other barriers.

### **3. What does accessibility and inclusion mean for our school?**

We are committed to providing a school that can be accessed, understood and used to the greatest extent possible by all people regardless of their ability or disability.

When reviewing or redesigning our school environment (such as our buildings, technology, information, communication or culture) we will be guided by the following:

- a) Provide the same means of use to enable access for all users: identical whenever possible; equivalent when not;
- b) Avoid segregating or stigmatizing any users;
- c) Provisions for privacy, security and safety shall be equally available to all users;
- d) Ensure dignity in use for all users.

### **4. Information about our school**

You can find out about our school on our website [www.ashleighprimary.com](http://www.ashleighprimary.com)

### **5. What we have in place to make our school accessible**

Increasing the extent to which disabled students can participate in the curriculum including out of school activities.

The curriculum aims to cover teaching and learning and wider provision which embraces after school clubs, leisure, sporting, cultural activities and school trips. The planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training.

Monitoring of the curriculum can support the school to review patterns of achievement and participation by disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and identifying actions to increase participation.

## 6. Action Plan

What we are doing	What will it mean for students	Who is responsible for achieving it	When it will be achieved
<p>Monitoring wellbeing, progress and attainment.</p> <p>Identifying and providing the appropriate resources.</p> <p>Matching interventions to pupil need and supporting therapeutically where needed.</p> <p>Liaising with appropriate outside agencies.</p> <p>Fostering supportive relationships with parents and carers.</p> <p>Classrooms are optimally organised to promote the inclusion of all pupils.</p> <p>Training for teachers for appropriately differentiating the curriculum.</p> <p>All out of school activities planned to ensure the participation of a whole range of pupils.</p> <p>Training for school staff on the awareness of disabilities and responding to need.</p>	<p>Increasing the extent to which disabled students can participate in the curriculum including out of school activities.</p>	<p>Class teachers and support staff</p>	<p>Ongoing and linked to meeting individual change in pupil needs.</p>

<p>Understanding individual need.</p> <p>Resourcing to bespoke need.</p> <p>Site development gives consideration to access for disabled children.</p> <p>Individual needs are met in a bespoke manner through consultation with stakeholders.</p>	<p>Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.</p>	<p>SENDCo, Headteacher, Premises Manager.</p>	<p>Ongoing and linked to meeting individual change in pupil needs.</p>
<p>Accessing translation services where appropriate.</p> <p>Parents supported in accessing written communication.</p> <p>Parent Support Advisor to support with accessing information.</p> <p>Alternative formats available for brochures, newsletters and other information.</p> <p>Documentation reviewed with a view of ensuring accessibility for pupils with sensory impairment.</p>	<p>Improving the availability of accessible information to disabled pupils, staff, parents and carers, and visitors.</p>	<p>Headteacher, SENDCo, Parent Support Advisor.</p>	<p>Ongoing and linked to meeting Individual change in pupil needs.</p>

## **7. 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.