

Accessibility Plan

Ashton West End Primary Academy



Approved by: The Governing Board

Date: 16th October 2025

Last reviewed on: September 2025

Next review due by: September 2028

Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Action plan	4
4. Monitoring arrangements	8
5. Links with other policies	8
Appendix 1: Accessibility audit.....	9

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

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.

At Ashton West End Primary Academy we aim to provide the best possible opportunities and a broad, balanced and inclusive curriculum for children who are receiving Special Educational Needs support. We ensure the children receive high quality first teaching. They have additional and extra support in individual and small group situations, as well as in whole class settings. Each child's work is differentiated to meet their needs. We liaise with other agencies to support the needs of individual children.

The accessibility 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, this procedure sets out the process for raising these concerns.

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

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	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 e.g. large print text, specialist scissors, access to a sound field. 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 regularly to ensure it meets the needs of all pupils. After school clubs are available to all children. At points in the year certain clubs are planned for and only offered to pupils with SEND.	To increase use of resources and books that depict people with disabilities. To continue to monitor the curriculum to ensure it meets to needs of all pupils. All children have appropriate targets set termly. To increase the numbers of children with additional needs who attend an after-school club.	Audit current resources. Monitor progress on Target Tracker. All pupils with additional needs to have a Person-Centered Plan. Personal invites for children with additional needs to after school clubs.	Curriculum Co-ordinators Miss Pizuti, Mrs. Beswick SENCO SENCO, Class Teachers Class Teachers, SENCO, Miss Mather	Review Termly Termly Termly: Reviewed Termly	Resources throughout school will include images of people with disabilities. Progress for all pupils tracked across the year. Person-Centered Plans have appropriate targets that are reviewed each term. Attendance at after-school clubs of children with additional needs tracked

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	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 • Accessible toilets • Disabled Parking Bay	Main Entrance: Improve signage at entrances - consider audible and tactile information. Consider changing Main Entrance door to an automatic or power assisted opening. Ensure paths and paving are accessible to all. Key Stage One Entrance: Improve accessibility – door has raised threshold which makes access difficult for wheelchair users. Steps at Year 3 entrance, Year 1 entrance and Year 6 quad – change to ramps	Consider additional features and the location of signage to improve accessibility. Consider power assisted door at main entrance Check paths and paving weekly. Consider changing the Key Stage One entrance as part of future improvement works. Look at adding a tarmac ramp to the Year 1 entrance. Look at adding a tarmac ramp to the Year 3 entrance. Look at removing the steps in the Year 6 quad.	Principal, Business Manager, SEN Governor Business Manager, SEN Governor Site Manager Principal, Business Manager, SEN Governor Principal, Business Manager, SEN Governor	September 2028 September 2028 Daily checks July 2027 September 2026 September 2027 September 2028	There is a plan of improvement works that considers ways to improve accessibility each year. Quotes are presented to Governors. Remodeling options considered. Entrance is fully accessible for wheelchair users. Year 1 entrance has a ramp. Year 3 entrance has a ramp Year 6 quad is fully accessible

		Remove the small steps in the threshold of the doors along the Key Stage 2 corridor.	Use rubber door sill guards as a temporary solution. Look at raising the floor level to remove the changes in levels.	Principal, Business Manager, SEN Governor	September 2027	The Key stage 1 corridor can be access by a wheelchair or walking frame.
		Change the door from the Key Stage 2 corridor that access the garden to remove the step over the threshold.	Look at altering the access to the garden quad.	Principal, Business Manager, SEN Governor	September 2028	The garden quad is accessible from all entrances.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	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 ensure information is accessible. This includes: • Large print resources • Induction loops/Sound Field • Pictorial or symbolic representations	To increase the range of large print texts available. Keep Sound Fields/Induction loops maintained. Investigate further training for staff in Hanen, Makaton, PECS etc..	Liaise with Visually Impaired service as required. SENCO to liaise with Hearing Impaired service to ensure all systems are working. SENCO to find out about relevant training.	VI service, Class Teachers HI Service SENCO, Speech and Language Therapist	Ongoing Ongoing As required	There will be a greater range of texts available. Systems work effectively. Relevant staff access training.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Principal and the full governing body.

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
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Consideration for future works
Number of storeys - 2	Library on mezzanine. PPA room up a flight of stairs.	Consider moving library (or ag appropriate parts of it) downstairs so pupils to access. Consider moving PPA room downstairs.
Corridor access	Most corridors are accessible – some small changes in level may require adjustments in the future.	None currently – consider as part of any future re-flooring works. Look at rubber door sill guards as a temporary solution.
Lifts	None	
Parking bays	One disabled bay	
Entrances	Doors	None of the doors could be opened easily by a person with reduced mobility – consider replacing them with assisted opening.

Ramps	Currently have a number of ramps to make the building accessible.	Consider adding further ramps to remaining steps (outside Year 1 entrance, Year 3 entrance and the Year 6 quad) to allow access to all areas.
Toilets	Have two accessible toilets, one in the Early Years and one in the main entrance.	Consider adding a further accessible toilet as part of any future extension or re-modelling work.
Reception area	Fully accessible space.	

Internal signage	Internal signage is minimal.	Consider improving signage around school, look for opportunities to use larger fonts or include tactile signage.
Emergency escape routes	Emergency escape routes are clearly signed around the school.	Would need to consider safe evacuation of a person with reduced mobility.
Doors – raised thresholds	Some doors around the building have raised thresholds that would make access through them in a wheelchair or walking frame difficult.	Look at the addition of rubber door strips to these doors to improve accessibility. Consider changing the door frames as part of any future replacement works.

