



## Accessibility Plan



**ASHBURY WITH COMPTON BEAUCHAMP**  
CHURCH OF ENGLAND (A) PRIMARY SCHOOL

This document applies to all academies and operations of Cambrian Learning Trust.

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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 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.

### **United in a love for learning, we will grow and succeed together.**

Ashbury CE Primary School is a place to be loved and where everyone loves to succeed; We will consciously create an environment of respect and inclusion, supporting our pupils and adults to “**Ask**” for help, taking **responsibility** for their own learning. Everyone will feel united in showing love and **compassion** in our school community and beyond. They will have the confidence to “**seek**” new knowledge to help them grow and “**knock**” with **perseverance** to open doors of exciting opportunities in our ever changing world.

*Matthew 7:7 Ask and it shall be given unto you, Seek and you shall find, knock and the door shall be opened.*

Our vision is driven through the scripture Matthew 7:7 and underpinned by the core values of Compassion, Perseverance and Responsibility; we all recognise that through love for one another we can flourish in life (John 10:10).

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 Complaints Procedure, which can be found on our website and also from the school office, should be followed if you have any concerns relating to accessibility in school.

We have included a range of stakeholders in the development of this accessibility plan, including Governors, children, teachers and Senior Leaders.

## 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.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person Responsible</b>	<b>Date to be completed</b>	<b>Success criteria</b>
Increase access to the curriculum for pupils with a disability	<p>Our school offers an adapted curriculum for all pupils.</p> <p>We offer pupils the use of technology to support their learning through the use of a chromebook and/or iPads.</p> <p>We set pupils realistic targets which are also aspirational. These targets are created in September and reviewed, but are also evident within pupil profiles which are reviewed 3x a year.</p> <p>Staff training has been put in place when needed to support pupils with disabilities.</p> <p>TA provision is increased when needed to support pupils with a disability.</p> <p>Resources available to pupils as needed e.g. wobble cushions</p> <p>We use outside agencies for specific support e.g. hearing and visual</p>	<p>Provide updates and training for staff regularly when a child with new and different need enters our school</p> <p>TA provision to meet the wide range of needs</p> <p>Lessons are fully adapted to meet the needs of all learners</p>	<p>Pupil progress meetings to take place with class teacher, SLT and SENDCO</p> <p>Resources/equipment identified and ordered</p> <p>Regularly review the curriculum to ensure it meets the needs of all pupils</p> <p>Learning walks to identify strengths and areas of development</p> <p>CPD as required</p> <p>SEND review meetings 3x a year led by SENDCO</p>	<p>Head teacher SENDCO Subject Leaders Class teachers</p>	<p>Ongoing reviews and processes</p>	<p>All children to be able to access learning</p> <p>Staff to ensure actions are taken to accommodate SEND and medical needs</p> <p>Following of agency advice in place</p>

<p>Improve and maintain access to the physical environment</p>	<p>Accessibility have reviewed the school to ensure it is safe and compliant for children with visual impairment</p> <p>The environment is adapted to needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>- Low level access to all classrooms externally</li> <li>- Corridors and wide and clear</li> <li>- Disabled parking bay in front of main entrance</li> <li>- 1:1 support in place where needed</li> <li>- Disabled toilets</li> <li>- Internal ramp allows all to access all areas of the school</li> <li>- Shades on windows in order to reduce light reflection and glare</li> </ul>	<p>To ensure the school environment is suitable as required for the needs of staff and children</p> <p>To regularly review personal evacuation plans and medical plans</p>	<p>Regularly review classroom layouts and ensure that the classroom will meet the needs of children and staff with physical disabilities</p> <p>As disabilities emerge or new pupils/staff with parents, OH, external agencies to receive and administer reasonable adjustments</p> <p>Ensure disabled parking bays are kept for this purpose</p> <p>Specific children and adults to have personal evacuation plans</p>	<p>Head teacher SENDCO External Agencies Class teachers</p>	<p>Ongoing based on individual need</p>	<p>No barriers in place for staff or pupils to access</p> <p>Personal plans are updated annually and if circumstances change</p> <p>Class environments will reflect the access needs of the pupils and staff who use them</p>
<p>Improve the delivery of information to pupils with a disability</p>	<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>• Large classroom display boards</li> </ul>	<p>To ensure signs and classroom resources are bilingual</p>	<p>Purchase widget to support signage and classroom resources</p> <p>Receive training from OCC EAL support team</p> <p>Work in support of family liaison officer</p>	<p>Head teacher Office Administrator Class Teachers SENDCO</p>	<p>By October 2025</p>	<p>Children will be able to access all areas of the curriculum</p>

	<ul style="list-style-type: none"><li>• Overlays in use for children with dyslexia</li><li>• Pictorial or symbolic representations</li><li>• Induction loop</li></ul>					
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## 4. Monitoring arrangements

This document will be reviewed every **2** years but may be reviewed and updated more frequently if necessary.

It will be approved by the Local Governing Committee and uploaded to the school website

