

ASHTON HAYES PRIMARY SCHOOL



NO OUTSIDERS

EVERYONE IS WELCOME.

'Aspire to be Amazing'

Accessibility Plan 2026–27

Removing barriers • Increasing participation • Improving access • Building independence

School	Ashton Hayes Primary School	Plan period	September 2026 – March 2027
Headteacher	Mr Martin Bell	SENDCo	Mrs Ceri Bacchus
Approved by	Governing Body	Review	At least annually
Next three-year plan	April 2027 – March 2030	Linked documents	SEND Policy; SEND Information Report; Equality information/objectives

Status of this plan: This plan supersedes the Accessibility Plan last reviewed in January 2025. It retains the established strengths of that plan while providing a more specific, anticipatory and measurable action plan for the remainder of the current planning cycle. Findings from the 2026–27 accessibility audit will directly inform the school's next three-year Accessibility Plan for April 2027 to March 2030.

OUR COMMITMENT

At Ashton Hayes, accessibility is part of our wider commitment to inclusion. We aim to anticipate and remove barriers so that disabled pupils can learn, participate and belong alongside their peers. We maintain high expectations, make reasonable adjustments where needed and seek to increase pupils' independence rather than create unnecessary dependence.

1. Purpose and statutory context

This interim updated plan sets out how Ashton Hayes Primary School will improve accessibility for disabled pupils during 2026–27 and prepares the school for its next statutory three-year accessibility planning period from April 2027. It is prepared under the Equality Act 2010 and should be read alongside the school's SEND Policy, SEND Information Report, Equality information and objectives, safeguarding arrangements and relevant curriculum policies.

The plan addresses the three statutory accessibility planning strands:

- increasing the extent to which disabled pupils can participate in the curriculum;
- improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education, benefits, facilities and services; and
- improving the availability of accessible information to disabled pupils.

The duty is anticipatory: we do not wait for a pupil to be significantly disadvantaged before considering reasonable adjustments. Accessibility is considered in relation to current pupils and in planning for pupils who may join the school in future.

2. Our approach to accessibility

- Know the pupil: understand strengths, needs, communication preferences and the specific barrier to access or participation.
- Start with high-quality inclusive teaching: adaptations are embedded in everyday practice wherever possible.
- Plan with pupils and families: listen to what helps and involve parents/carers in significant decisions.
- Maintain ambition: disability or SEND must not result in unnecessarily narrowed curriculum or reduced expectations.
- Promote independence: adult support and adaptations should enable pupils to do more for themselves over time.
- Include the wider life of school: accessibility applies to visits, residentials, sport, clubs, performances, Forest School, swimming and enrichment as well as lessons.
- Review impact: leaders consider whether adjustments are actually improving access, participation, learning, wellbeing and independence.

3. Current accessibility picture

Ashton Hayes is a small mainstream primary school for pupils aged 4–11. The school seeks to respond flexibly to individual need. Current arrangements include: The January 2025 plan recorded that users had physical access to the main school and that reasonable adjustments were made for individual pupils. The 2026–27 audit will test and update that assurance rather than assume that all barriers have been removed.

- wheelchair access to the school site and accessible toilet/changing facilities;
- reasonable adjustments to classroom organisation, seating, routines, resources and the sensory environment according to individual need;
- visual supports, communication aids, concrete resources, alternative recording methods and assistive technology where these reduce barriers;
- individual medical, personal-care, risk or support planning where required;
- adaptations to educational visits, residentials, swimming, Forest School, PE, clubs and other enrichment so that pupils can participate wherever reasonably possible;
- additional transition planning for pupils who need it, including liaison with families, previous/receiving settings and external professionals;
- information provided in alternative or adapted formats where this is required for a pupil or family.

AUDIT NOTE

This plan should be treated as a live working document. During Autumn 2026 the school will complete and record a fresh accessibility walk/audit of the site with the SENDCo/site lead and, where useful, pupil/parent input. The audit will draw on the Department for Education's 2026 Inclusive education estates guidance, including consideration of navigation and wayfinding, acoustics, lighting, sensory experience, calm/support spaces, outdoor areas and practical high-impact adaptations. Any priorities identified will be actioned where appropriate during 2026–27 and will inform the April 2027–March 2030 plan.

4. Accessibility action plan 2026–27

A. Increasing access to the curriculum

Curriculum accessibility is primarily achieved through strong inclusive teaching, timely reasonable adjustments and staff knowledge of individual pupils.

Priority / barrier	Action	Intended impact	Lead	Timescale	Evidence / review
Consistency of adaptive teaching	Use the school's 'Knowing Our Pupils' approach so staff can identify key strengths, barriers, agreed	Pupils experience agreed adaptations consistently and can access ambitious learning with	Headteacher / SENDCo / teachers	2026–27; ongoing	Learning walks; pupil voice; work scrutiny; SEND reviews; staff discussion.

	adaptations and the intended independence goal for pupils who need them.	increasing independence.			
Staff confidence and expertise	Use SEND reviews, pupil need and monitoring to identify focused CPD/coaching, including communication, sensory/physical access, neurodiversity and assistive technology where relevant.	Staff knowledge matches the needs of pupils currently on roll and adjustments are implemented accurately.	SENDCo	Termly review	CPD record; monitoring; parent/pupil feedback; impact on outcomes.
Curriculum materials and resources	Audit commonly used resources for accessibility: font/readability, contrast, visual clutter, captions/audio where relevant, concrete/manipulative resources and accessible digital options.	Learning materials do not create avoidable barriers for pupils with visual, communication, literacy, sensory or physical needs.	Curriculum leads / SENDCo	2026–28	Subject monitoring; resource audit; pupil feedback.
Assessment and recording	Ensure reasonable adjustments and access arrangements reflect pupils' normal ways of working and current statutory requirements; use alternative recording/technology where appropriate.	Assessment more accurately reflects what pupils know and can do rather than the effect of an avoidable access barrier.	Teachers / SENDCo	Ongoing	Assessment records; access-arrangement evidence; work scrutiny.
Wider curriculum and enrichment	Use pupil-level enrichment monitoring to check participation of pupils with SEND/additional needs and plan adaptations or financial/practical support where barriers emerge.	Disabled pupils participate meaningfully in the full life of school rather than being unintentionally under-represented.	Headteacher / SENDCo / activity leads	Termly from 2026–27	Enrichment tracker; participation review; pupil/parent voice.

B. Improving the physical environment

Physical accessibility will be reviewed proactively and whenever the needs of a current or prospective pupil indicate that a further adjustment may be required.

Priority / barrier	Action	Intended impact	Lead	Timescale	Evidence / review
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Whole-site accessibility audit	Complete a documented accessibility walk of entrances, routes, thresholds, doors, toilets/changing, classrooms, hall, outdoor/Forest School areas, signage/wayfinding, lighting, acoustics, sensory experience, calm/support spaces and evacuation arrangements, using the DfE 2026 Inclusive education estates guidance as a reference point.	Leaders and governors have a current, evidence-based view of physical and sensory barriers, including the lived experience of pupils, and a prioritised improvement list for immediate action and the 2027–30 plan.	Headteacher / SENDCo / site lead	Autumn 2026; annual check	Completed audit; pupil/parent voice where useful; photographs/notes; costed or prioritised action log; governor review.
Movement around school	Respond to identified mobility needs through furniture/layout changes, clear circulation routes, appropriate storage and individual planning.	Pupils with mobility/physical needs can move safely and with maximum practical independence.	Site lead / teachers / SENDCo	As required	Individual plan; pupil/parent feedback; site review.
Sensory accessibility	Review classroom and shared-space lighting, noise, visual load and access to quieter/regulation spaces where particular pupils are disadvantaged.	Sensory barriers are reduced without unnecessarily separating pupils from peers or curriculum.	SENDCo / teachers	2026–27; ongoing	Learning walks; pupil voice; individual reviews.
Accessible toilet/changing provision	Keep accessible facilities available, appropriately equipped and reviewed against the needs of pupils on roll; develop individual intimate/personal-care arrangements where needed.	Personal care and toileting needs can be met safely, respectfully and with dignity.	Headteacher / SENDCo / site lead	Ongoing	Site checks; individual plans.
Emergency evacuation	Review Personal Emergency Evacuation Plans (PEEPs) for any pupil who may need additional support to evacuate safely; ensure relevant staff	Emergency procedures are accessible and individual needs are anticipated.	Headteacher / DSL / SENDCo	On admission/need; reviewed at least annually	PEEPs; drill review; staff briefing.

	know the arrangements.				
Future works, estate planning and procurement	Consider inclusive design and accessibility whenever rooms, outdoor areas, furniture, equipment or significant ICT are refurbished or purchased.	Accessibility improves over time and new avoidable barriers are not designed into the environment.	Headteacher / governors / site lead	2026–27 and ongoing	Premises minutes; procurement decisions; project plans.

C. Improving access to information

Information should be understandable and usable by the pupil or family who needs it, not simply available in one standard format.

Priority / barrier	Action	Intended impact	Lead	Timescale	Evidence / review
Identify communication needs	Record relevant communication/access needs and preferred formats for pupils and families, including at admission and when needs change.	Staff know how key information should be communicated and do not rely on families repeatedly requesting adjustments.	Office / SENDCo / teachers	From Autumn 2026	Admission/SEND records; parent feedback.
Accessible pupil information	Provide visual timetables, symbols, simplified/structured language, enlarged text, alternative formats, audio/digital support or communication systems where these are required.	Pupils can understand instructions, routines, curriculum information and important school messages.	Teachers / SENDCo	Ongoing	Classroom monitoring; pupil voice; SEND review.
Accessible family communication	On request or where need is known, adapt letters, reports, forms and meetings through larger print, electronic formats, clearer language, additional explanation or other reasonable arrangements.	Parents/carers can access information and participate fully in school communication and decision-making.	Office / Headteacher / SENDCo	Ongoing	Parent feedback; records of adjustments.
Website and digital documents	Build accessibility into new website content and school-produced documents through clear structure, readable formatting, meaningful headings and accessible versions where required.	Digital information is increasingly usable by people with differing access needs.	Headteacher / office / ICT	2026–27 and ongoing	Periodic website/document review.

Pupil and parent voice	Ask pupils and families affected by disability/access needs whether information is accessible and what would improve it.	Accessibility planning is informed by lived experience and adjustments are more likely to be effective.	SENDCo	At reviews and annual plan review	SEND reviews; questionnaires/discussion.
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5. Monitoring, governance and review

- The Headteacher and SENDCo will monitor progress against the action plan and update actions where pupil need or the school environment changes.
- Governors will receive assurance on accessibility through SEND/inclusion and premises oversight and will challenge leaders where actions are delayed or barriers remain.
- Individual reasonable adjustments will not be delayed until the next formal plan review: they will be considered and implemented as needs arise.
- The plan will be reviewed at least annually and formally renewed within the three-year planning period. New priorities may be added at any point.
- Progress will be judged by impact on access, participation, learning, wellbeing and independence, not simply by whether an action has been completed.

6. Evidence leaders may use to evaluate accessibility

- site accessibility audit and premises/action records;
- pupil SEND profiles, EHC plans and reasonable-adjustment records where applicable;
- learning walks, work scrutiny and staff discussion;
- pupil and parent/carer voice;
- attendance, behaviour and participation information considered in context;
- enrichment participation monitoring;
- records of adapted visits, residentials, PE/swimming/Forest School or other activities;
- accessible information/communication arrangements;
- staff development records and external professional advice;
- governor minutes and challenge.

LEARNING WALK LENS	Can the pupil access the same important learning and wider opportunities as their peers? What barrier has been identified? What reasonable adjustment is being made? Is it working? Is the pupil becoming more independent?
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Leadership assurance: Leaders should be able to explain the barriers identified for current pupils, the reasonable adjustments in place, how disabled pupils participate in the curriculum and wider life of school, what the site audit has identified, and what difference actions are making. Evidence should be found in pupils' day-to-day experience as well as in this plan.

7. Approval and review record

Headteacher	Mr Martin Bell	Date	
SENDCo	Mrs Ceri Bacchus	Date	
Annual review due	Before / during Spring 2027 to inform next plan		
Next three-year plan begins	April 2027		