

Accessibility plan

Ashchurch Primary School



Approved by: FGB

Date: 22.9.2025

Last reviewed on: September 2025

Next review due by: September 2028

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

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 Ashchurch Primary School, equality and inclusion are central to our ethos and practice. We believe that every child is unique, valued and entitled to a high-quality education that enables them to achieve their full potential, regardless of disability, special educational need, language, background or circumstance.

We are committed to removing barriers to learning and participation so that all pupils can access the curriculum, wider school life and opportunities for personal development. We take an inclusive approach that recognises difference as a strength and promotes respect, understanding and positive attitudes towards disability and diversity.

The school actively promotes equality of opportunity and works to eliminate discrimination, harassment and disadvantage. We adopt a proactive and anticipatory approach, planning ahead to meet the needs of current and future pupils, and making reasonable adjustments where necessary to ensure that no child is placed at a substantial disadvantage.

We work in partnership with pupils, parents, staff, governors and external agencies to support inclusion, wellbeing and belonging, and to ensure that our school community is welcoming, safe and supportive for everyone.

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.

Ashchurch Primary School works closely with Gloucestershire County Council and follows local authority guidance and procedures in relation to equality, accessibility and special educational needs and disabilities (SEND). This includes compliance with local policies for inclusion, safeguarding, health and safety, and accessibility of provision.

The school engages with local authority support services as appropriate, including educational psychology, advisory teachers, health professionals and specialist SEND services, to support the identification of need and the removal of barriers to learning. Advice and guidance from the local authority is used to inform planning, reasonable adjustments and the implementation of this accessibility plan.

Where relevant, the school contributes to and draws upon local inclusion networks and partnership working to share good practice and ensure that provision for pupils with disabilities reflects both statutory requirements and local priorities.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints 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 and carers, teaching and support staff, the SENDCo, senior leaders and members of the governing board.

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

Improving Physical Access

Action	Strategy	Timeframe	Outcome
Upgrade wraparound care playground with inclusive climbing frame, trampoline, sand/water play and raised beds.	Design with inclusive equipment. Consult OT and SENDCo.	2025/26	Play area accessible and inclusive for all pupils including those with SEND.
Provide calming spaces for regulation.	Purchase dark tents and deploy where needed. Staff trained in effective use.	Ongoing	Pupils with sensory and emotional needs able to regulate effectively.
Revamp allotment area with raised beds and greenhouse.	Install mulch paths and raised beds for improved access for all.	October 2025	All pupils, including those with mobility needs, can participate in the outdoor curriculum.
Maintain accessibility in Y1 extended classroom.	Review layout regularly to ensure access to all learning areas.	Ongoing	Children not excluded from learning due to classroom design.
Ensure fire alarm system is both visual and auditory.	Upgrade alarms during maintenance cycle.	As due	System accessible for hearing and visual-impaired staff.
Personal evacuation plans for identified pupils and adults.	SENDCo liaises with parents, staff and health professionals.	As required	Plans in place and practiced for safety.

Improving Curriculum Access

Action	Strategy	Timeframe	Outcome
Improve staff awareness of disability and EAL needs.	Provide CPD including autism awareness; hearing impairment strategies, EAL/ESOL approaches.	Annual CPD cycle.	Staff skilled in meeting diverse needs.
Support Afghan refugee pupils and families with English acquisition.	Recruit ESOL teacher; embed language packs; use technology to support translation.	2025-2026	Pupils supported to access curriculum; families engaged.
Embed outdoor learning in redesigned allotment.	Allocate beds per class and integrate into curriculum planning.	2025-2026	Increased engagement and inclusion in outdoor curriculum.
Ensure all out-of-school activities are accessible.	Inclusive planning and risk assessments.	Ongoing	All pupils participate fully in trips and clubs.
Strengthen emotional wellbeing provision.	ELSA support and supervision; TEAA training; Inclusion Needs You training.	2025-2028	Improved regulation; reduced suspensions and exclusions; greater inclusion.

Improving Delivery of Written Information

Action	Strategy	Timescale	Outcome
Provide school publications in alternative formats.	Make newsletters, letters and policies available in large print, translations and digital formats.	Ongoing	All parents can access information.
Use School Spider translation packs.	Implement Dari, Pashto and others as needed.	2025-2028	Improved engagement with refugee and EAL families.
Provide subtitles/captions for classroom videos.	Encourage staff to select subtitled content or enable captions.	Ongoing	EAL and hearing-impaired pupils access lesson content.

4. Monitoring arrangements

This accessibility plan will be reviewed annually and at least every three years, and may be reviewed and updated more frequently if required. The review will be led by the SENDCo and Headteacher, with oversight from the Full Governing Board.

Progress against the action plan will be reported to governors as part of the SEND and inclusion monitoring cycle.

The plan will be formally approved by the Full Governing Board.

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
- SEND policy
- Supporting pupils with medical conditions policy