

Accessibility Plan



Approved by:	Mrs D Yarnold
Last reviewed on:	May 2026
Next review due by:	May 2027

1. Vision and Commitment

At Astwood Bank Primary, we are committed to creating an inclusive environment where all pupils, staff, and visitors can participate fully in school life. We actively identify and remove barriers to learning, communication, and physical access.

We aim to:

- Promote equality of opportunity for disabled pupils
- Eliminate discrimination
- Foster positive attitudes towards disability
- Ensure all members of our school community feel valued and included

2. Legal Framework

This plan meets the requirements of:

- Equality Act 2010 (Schedule 10)
- SEND Code of Practice (0–25 years)

We recognise our duty to make **reasonable adjustments** to:

- Curriculum delivery
- Physical environment
- Communication methods

3. Aims of the Plan

This Accessibility Plan addresses three key areas:

1. Increase access to the curriculum
2. Improve the physical environment
3. Improve access to information

4. Responsibilities

Role	Responsibility
Headteacher	Strategic oversight and compliance
SENDCo	Implementation of inclusive practices
Headteacher	Monitoring pupil outcomes
Site Manager	Physical accessibility
Governing Body	Review and challenge
All Staff	Day-to-day inclusive practice

5. Accessibility Action Plan

5.1 Increase Access to the Curriculum

Objective	Actions	Lead	Timescale	Success Criteria
Ensure curriculum is fully inclusive and accessible	Audit curriculum for accessibility and representation	SENDCo / Subject Leads	Annually	Audit completed and action plan implemented
Increase representation of disability in curriculum	Purchase and embed inclusive texts and resources	All subject leads	Ongoing	Noticeable increase in inclusive resources; pupil voice evidences awareness
Improve staff expertise in inclusive teaching	Deliver annual SEND and inclusion training	SENDCo	Ongoing (termly review)	Staff confidence improves (survey); strategies observed in lessons
Use adaptive teaching and assistive technology	Introduce tools (e.g. reading pens, visual timetables)	SENDCo / Computing Lead	July 2026	Pupils with SEND make measurable progress
Monitor outcomes for pupils with disabilities	Track attainment, progress, and engagement	Inclusion Lead	Termly	Data shows narrowing gaps

5.2 Improve Physical Environment

Objective	Actions	Lead	Timescale	Success Criteria
Maintain safe and accessible site	Conduct annual accessibility audit with Shires Trust	Site Manager	Annually	Audit completed and reviewed by governors
Address identified accessibility issues	Prioritise and complete improvement works	Headteacher / Site Manager	Ongoing	All high-risk issues resolved within agreed timeframe
Improve sensory and learning environments	Develop quiet spaces and adapt classroom environments	SENDCo	July 2026	Pupils with sensory needs successfully supported
Ensure accessibility for all users	Review access for staff, parents, and visitors	Headteacher	July 2026	Accessibility feedback improves (survey)
Ensure safe evacuation procedures	Maintain and update PEEPs (Personal Emergency Evacuation Plans)	Site Manager	Termly	All relevant pupils/staff have up-to-date plans

5.3 Improve Access to Information

Objective	Actions	Lead	Timescale	Success Criteria
Ensure information is available in accessible	Provide large print, audio, and adapted	SENDCo / Admin Team	Ongoing	Requests fulfilled within 5 working days

formats	materials on request			
Improve communication systems	Use visuals, symbols, and simplified language	SENDCo	Ongoing	Observed in classrooms and communication materials
Ensure website accessibility	Review compliance with accessibility standards (WCAG)	Deputy Headteacher	Annually	Website meets accessibility requirements
Support families with communication needs	Provide translated materials and interpreter access	Admin Team	Ongoing	Improved parent engagement
Promote awareness of available support	Publicise accessibility options clearly	Headteacher	Ongoing	Increased uptake of support services

6. Monitoring and Evaluation

Progress will be monitored through:

- Termly leadership reviews
- SENDCo reports to governors
- Learning walks and classroom observations
- Pupil voice surveys
- Parent/carer feedback
- Accessibility audits

Reporting schedule:

- Termly update to Senior Leadership Team
- Annual report to Governing Body/Shires Trust

7. Stakeholder Involvement

This plan has been informed by:

- Pupil voice (including pupils with SEND)
- Parent/carer feedback
- Staff consultation
- Governor review
- External specialists

We will continue to gather feedback annually.

8. Staff Training and Development

We are committed to ongoing professional development, including:

- Annual SEND and inclusion training
- Targeted training (e.g. autism, sensory needs, medical needs)
- Induction training for new staff
- External specialist input where appropriate

Impact is measured through staff surveys and classroom practice.

9. Risk Management and Resources

Where funding or structural limitations exist:

- Actions will be prioritised based on risk and impact
- Temporary reasonable adjustments will be implemented
- External funding opportunities will be explored

10. Links to Other Policies

This plan should be read alongside:

- SEND Information Report
- Equality Objectives
- Behaviour Policy
- Health & Safety Policy
- Supporting Pupils with Medical Conditions
- Risk Assessment Policy



A centre of learning and opportunity