



Ashperton Primary Academy Trust

Accessibility Plan 2026–2029

SD2

Date last reviewed: September 2026

Signed by:

_____	Headteacher	Date: _____
_____	Chair of Trustees	Date: _____

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Statement of intent

This plan outlines how Ashperton Primary Academy Trust (APA) aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. The Trust will make reasonable adjustments for disabled pupils and will anticipate, identify and remove barriers to participation wherever reasonably possible.

The Trust board recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Trustees
- External partners.
- This plan should be read alongside the Trust's equality, SEND, safeguarding, behaviour and medical conditions policies. In particular, the Trust recognises that pupils with disabilities and SEND may face additional barriers to participation and may require reasonable adjustments or additional support to ensure their safety, welfare and full inclusion.
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1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014

- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- Equality Act 2010: Code of Practice for services, public functions and associations (2026)
- Keeping Children Safe in Education 2026, where relevant to safeguarding, inclusion and vulnerable pupils
- DfE (2026) 'Inclusive education estates'

This plan operates in conjunction with the following school policies:

The Trust will have regard to the need to allocate adequate resources to implement this plan and will publish the plan in an accessible format on the school website. A paper or alternative accessible copy will be provided on request.

- GN7 Equality Information and Objectives Policy
- CU19 Early Years Policy
- SD3 Special Educational Needs and Disabilities (SEND) Policy
- GN19 Pupil Equality, Equity, Diversity and Inclusion Policy
- SG1 Child Protection and Safeguarding Policy
- GN1 Admissions Policy 2026-2027
- SG48 Behaviour Management Policy
- SG4 Supporting Pupils with Medical Conditions Policy
- SG20 Administering Medication Policy
- HS1 Health and Safety Policy
- F20 Data Protection Policy

2. Roles and responsibilities

The Trust board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Ensuring that adequate resources are considered and allocated to implement the Accessibility Plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The Headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.

- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the Trust board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENDCO will be responsible for:

- Working closely with the Headteacher and Trust board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.
- Reporting barriers to access and supporting the implementation and review of reasonable adjustments and accessibility arrangements.

3. The Accessibility Audit

The Trust board will undertake regular Accessibility Audits. The audit will cover the following three areas:

- **Access to the curriculum** – the Trust board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the Trust board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the Trust board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the Trust board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

The audit will take account of feedback from disabled pupils, parents and carers, staff and relevant professionals, and will consider curriculum, premises, communication and digital accessibility barriers.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. Progress will be monitored through evidence such as audits, pupil and parent voice, participation data, staff feedback and relevant outcomes. The actions that will be undertaken are detailed in the following sections of this document.

4. Planning duty 1: Curriculum

Short

Action	Responsibility	Monitoring & Evaluation	Envisaged Impact
Appoint SEND link trustee for curriculum oversight.	Trust board	Trustee meeting minutes; SEND reports	Governance strengthened for SEND provision.
Provide differentiated play-based resources in EYFS and KS1.	EYFS Lead / SENDCo/ KS1 teachers	Classroom audits; EYFS and KS1 progress checks	All pupils access play-based curriculum meaningfully.
Launch structured early number intervention for KS1 pupils with difficulties in maths.	Maths Lead / SENDCo	Assessment data; pupil progress	Targeted pupils improve number confidence and fluency.
Maintain up to date guidance regarding SEN support Across the National Curriculum at APA	SENDCo	SEN review; lesson observations	learning reflect inclusive practice.
Implement, embed and train staff on synthetic phonics scheme that it is DFE approved.	English Lead / SENDCo	Phonics monitoring; staff training records; pupil progress	Consistent, accessible phonics provision supports pupils to participate and make progress.
Implement Nurture Groups where trained adults encourage children to play and engage in an appropriate and healthy way	SENDCo/ ELSA trained Tas	Intervention records; pupil voice; progress reviews	Targeted pupils are better able to regulate, participate and learn.
Embed Close the Gap to tackle gaps in Maths learning and to use pre teaching	Maths lead/Teachers	Assessment data; intervention reviews; work scrutiny	Gaps in learning are identified and addressed through targeted support and pre-teaching.

Embed Jimbo Fun to support children with fine and gross motor skills	SENDCo / EYFS Lead	Intervention records; motor-skills observations; pupil progress	Pupils develop fine and gross motor skills that support access to learning.
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Medium term

Action	Responsibility	Monitoring & Evaluation	Envisaged Impact
Embed inclusive teaching strategies across all EYFS, KS1 and KS2 classrooms.	SENDCo / Headteacher	Learning walks; work scrutiny	Consistent inclusive practice across the school.
Offer Targeted ELSA support to children who need Emotional Literacy Support. .	Headteacher ELSA specialist	Behaviour data; intervention records	Improved wellbeing and learning readiness.
Develop inclusive after-school clubs to increase participation.	Headteacher / SENDCo	Participation records; pupil surveys	SEND pupils access enrichment opportunities.
Improve parental communication through regular one page profile meetings	SENDCo / Parent Liaison	Newsletter distribution; parent surveys	Parents feel informed and engaged.

Long term

Action	Responsibility	Monitoring & Evaluation	Envisaged Impact
Conduct comprehensive review of curriculum accessibility across all year groups.	Headteacher / LGB	Audit reports; Ofsted feedback	Fully accessible curriculum for all learners.
Ensure curriculum prepares SEND pupils for KS3 transitions.	Year 6 teacher / SENDCo	Secondary transition records; pupil voice	Smooth transition to secondary school.
Commission independent accessibility audit every 3 years.	Trustees / SLT	Audit reports; action plans	Continuous improvement in accessibility provision.

5. Planning duty: Physical environment

Short term

Action	Responsibility	Monitoring & Evaluation	Envisaged Impact
Audit EYFS outdoor areas to ensure safe and accessible play equipment that will also be suitable for Pre-School	EYFS Lead / Trust Estate Manager	Audit reports; pupil/parent feedback	All pupils can use outdoor play areas safely.
Ensure accessible toilets are clear and tidy and fit for purpose	Trust Estate Manager / EYFS Lead	Facilities audit	Younger children can access toilets safely and independently.
Improve monitoring of playground zoning with quiet areas such as nurture area for gardening and guinea pig monitoring area	Headteacher / Teachers	Playtime observations; pupil feedback	Children with SEMH needs supported at playtime.
Develop accessible outdoor learning shelters.	EYFS Lead / Trust Estate Manager	Premises audits	Outdoor curriculum accessible in all weather.
Increase number of disabled spaces in both car parks	Trust Estate Manager / Headteacher	Premises audit; parking review; parent feedback	Disabled pupils and visitors can access suitable parking safely.
Ramp from red class to ensure a shorter route out of class	Trust Estate Manager / Headteacher	Premises inspection; accessibility audit; pupil/staff feedback	Improved accessible egress from Red Class.

Medium term

Action	Responsibility	Monitoring & Evaluation	Envisaged Impact
Ensure all classrooms have flexible seating for EYFS and primary pupils.	SENDCo / Trust Estate Manager	Furniture audit records	Children with physical needs supported in class.
Adapt playground equipment for accessibility (e.g., inclusive climbing equipment).	Trust Estate Manager / Headteacher	Playground audits	SEND pupils included in play opportunities.
Install handrails and tactile markings as required.	Trust Estate Manager	Premises inspections	Improved safety for younger children.
Ensure hall has appropriate acoustic treatment.	Trust Estate Manager	Noise level surveys	Improved learning environment for children with hearing needs.

Long term

Action	Responsibility	Monitoring & Evaluation	Envisaged Impact
Ensure future building projects fully accessible at design stage.	Trust Board / Architects	Planning documentation	Accessibility built into long-term development.
Install sound-field systems in classrooms as required.	ICT Lead / Trust Estate Manager	System checks; teacher feedback	Improved hearing access for younger children.
Install external ramps to all areas of school	Trust Estate Manager	Compliance audits	All classrooms accessible to wheelchair users.

6. Planning duty: Information

Short term

Action	Responsibility	Monitoring & Evaluation	Envisaged Impact
Ensure Children understand the policies that effect them.	Headteacher and Teachers	Policy audits	Children better understand rules and routines.
Ensure school website meets Web Content Accessibility Guidelines (WCAG) 2.1 standards.	ICT Lead / Office Administrator	Website audits	Accessible website for parents and carers with disabilities.
Train staff to prepare accessible classroom resources.	SENDCo	Resource audits; learning walks	Children with SEND can engage fully in lessons.

Medium term

Action	Responsibility	Monitoring & Evaluation	Envisaged Impact
Train staff to communicate with parents using accessible formats.	Headteacher / Office Administrator	Training records; communication audits	Parents feel included and supported.
Use dyslexia-friendly fonts and layouts in newsletters and homework sheets.	Office Administrator / Class Teachers	Document reviews	Children and parents with dyslexia access materials easily.
Add SEND and EYFS resources section to school website.	SENDCo / EYFS Lead	Website analytics; parent feedback	Parents of SEND and EYFS pupils access support more easily.

Ensure all parents are able to access emergency alerts available by Arbor and app	Office Administrator / Headteacher	System testing; parent feedback	All families receive urgent messages quickly.
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Long term

Action	Responsibility	Monitoring & Evaluation	Envisaged Impact
Ensure prospectus and policies designed in accessible formats.	Office Administrator / Headteacher	Document reviews; parent surveys	All families engage with official documents.
Ensure all ICT procurement meets accessibility standards.	ICT Lead / LGB	Procurement audits	Future systems always inclusive.
Provide communication in a written and audio manner	Office Administrator / Headteacher / SENDCo	Communication audits; parent requests; feedback	Families can access essential information in a format appropriate to their needs.
Provide braille and tactile versions of essential documents where needed.	Office Administrator / SENDCo	Requests met; feedback	Blind and visually impaired families included.
Work with local authority to align communication standards.	Headteacher / Office Administrator	Compliance checks; LA reports	Consistency across local schools.
Commission external accessibility audit of communication every 3 years.	Governors / Headteacher	Audit reports; follow-up actions	Continuous improvement in information access.

7. Monitoring and review

This plan will be monitored annually by the Trust board and Headteacher and formally reviewed and revised at least every three years, or sooner where required by changes in legislation, guidance, the school environment or the needs of pupils. The next formal review date for this plan is September 2029. Progress against the action plan will be reported through appropriate Trust governance arrangements. Any changes to this plan will be communicated to all staff members and relevant stakeholders.