

**Inclusion** is at the  
**heart** of our trust



# Accessibility Plan



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## Introduction

This plan outlines how Ash Grove School 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 Senior Leadership Team also 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.

### 1. Roles and responsibilities

1.1 The headteacher will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.
- 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, LA and external agencies to effectively create and implement the school's Accessibility Plan.



- 1.2 The SENCO will be responsible for:
- Working closely with the headteacher and senior leadership team 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.
- 1.3 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.

## 2. The Accessibility Audit

- 2.1 The senior leadership team will undertake an annual Accessibility Audit. The audit will cover the following three areas:
- **Access to the curriculum** – the senior leadership team 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 senior leadership team 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 senior leadership team will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.
- 2.2 When conducting the audit, the senior leadership team 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
- 2.3 The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
- 2.4 All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

### Planning duty 1: Curriculum

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	All students have the appropriate equipment or resources to fully access the school curriculum.	SENCO to define equipment needed; budget allocation made to purchase relevant equipment.	Headteacher, teachers, SENCO	September 2025	Provision of appropriate equipment to enable students to fully access the curriculum.	Ongoing
<b>Medium term</b>	Ensuring the new curriculum meets the needs of all groups of pupils in terms of their long-term outcomes into adulthood.	Monitoring of the curriculum	SLT	September 2025	Our curriculum offer is enriching, sequenced and prepares pupils successfully for adulthood.	Ongoing
<b>Long term</b>	The school does not have access to specialist teaching Classrooms. For example, sports facilities and outdoor facilities.	Ensure that any future designs of our new building development accounts for physical access requirements.	Trust, CEO, Headteacher, LA	Ongoing	Future buildings show good practice around accessibility for all	Ongoing

## Planning duty 2: Physical environment

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	Ensure the whole school's physical environment is maintained and reported issues are addressed promptly.	Rapid response to reported issues and Regular health and safety inspections	SLT, SBM, Premise Manger/Caretaker	Monthly	Our school environment is safe and well maintained	Ongoing
<b>Medium term</b>	Maintain access to the physical environment to enable all students to fully access all aspects of school life.	Provision of the following (where relevant) to enable full access: Ramps; disabled parking bays; disabled toilets wheelchair accessible facilities.	Headteacher, SBM, Premise Team	Ongoing	Full participation of every student in all aspects of school life.	Ongoing
<b>Long term</b>	The school does not have access to specialist teaching Classrooms. For example, sports facilities and outdoor facilities.	Ensure that any future designs of our new building development accounts for physical access requirements.	<i>Trust, CEO, Headteacher, LA</i>	Ongoing	Future buildings show good practice around accessibility for all	Ongoing

### Planning duty 3: Information

Governing bodies should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
<b>Short term</b>	ICT is available for all students to access information and produce written information in an accessible format. Communication platforms provided on a need basis	Hardware (laptops, iPads) Software	SENCO, Deputy Headteacher, ICT Technicians	January 2026	All students will be able to access ICT and where applicable have ICT platforms to support communication	Ongoing
<b>Medium term</b>	Review information to parents and carers to ensure it is accessible.	Consider alternative ways of publishing information e.g. different electronic media, coloured paper, large print, simple language	SLT	Ongoing	All parents and carers are able to access relevant information regardless of EAL needs or reading ability of parents and carers	Ongoing
<b>Long term</b>	Review IT strategy across school to improve quality of education and prepare pupils for their future in the adult working world	Look at resources used. Look at the resources of other schools	Deputy Head, SBM	Ongoing	Students will be able to use technology effectively as they become functioning adults.	Ongoing