



Ayresome Primary School

Accessibility Plan

Date policy last reviewed: September 2025

Signed by:

Headteacher

Date:

Chair of Local Academy Committee

Date:

Last updated: September 2025

Date to be reviewed: September 2026



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Aims of the Accessibility Plan

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools.

The Plan must be reviewed every three years and approved by the Local Academy Committee.

This plan outlines how Ayresome Primary 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).

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 considering pupils’ disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board 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.

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

- Pupils’ parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Foundation subjects allow access and success for all learners	Remodelling of curriculum delivery and recording so that all children succeed to their potential	AHT for Curriculum and subject coordinators	Autumn 2025	Through creative opportunities children with SEND needs achieve success across a broad curriculum.	Autumn 2025
Medium term	Lessons are adapted so that children with SEND needs are provided with additional resources to support with their learning	Use of visual timetables / Symbols / prompts are provided linked to need	Teachers, SENDCO	Autumn 2025	Through effective scaffolding children develop as independent learners.	Summer 2026
Long term	Pupils with SEND cannot record through typical means within lessons	Provide IT resolutions, including tablets/laptops and other adjustments for pupils with SEND to enable them to capture their learning and access resources	DHT for Inclusion and SENDCo	Autumn 2025	Pupils with SEND can access lessons successfully	Summer 2026
	To ensure venues and destinations for educational visits are suitable and accessible for all pupils	Staff to undertake research prior to the visit to ensure suitability including transport and other support services such as toilet facilities.	Teachers AHT	Autumn 2025	All educational visits are accessible for all pupils and allow them to take part fully in the visit.	On-going requirement
	To ensure that all children can access the curriculum by embedding differentiated teaching strategies	School leadership teams and SENDCo to assess accessibility to the curriculum through school self-evaluation activities and data analysis and challenge teaching staff accordingly.	SLT, SENDCo, Teachers	Autumn 2025	All SEND children will be able to access the curriculum effectively	On-going requirement
	Classrooms are organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	All staff	Autumn 2025	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	On-going requirement

Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Audit of staff and pupil needs	Handrails installed at correct height and lighting adequate in rooms. (long term linked to rewire)	Estates manager SENDCo	Summer 2025	Access to areas of the building is increased	Autumn 2026
Medium term	Learning environment of pupils with sensory needs is not accessible	Incorporation of appropriate colour schemes	DHT for T&L	Autumn 2025	Learning environment is accessible to all pupils and is not visually detracting	Spring 2026
	Accessibility to the building reviewed based on needs of pupils and staff	Steps repainted so stand out clearly. Where steps are in building - review access to the building	Site manager	Autumn 2025	Independent access and movement around the building is increased	Spring 2026
	Pupils can't access temporary classrooms for their lessons	Ensure classrooms are accessible to a range of mobility needs – including wheelchairs. There is appropriate lighting and the physical environment is inclusive of VI and HI pupils.	SENDCo HT	Autumn 2025	All pupils can access their learning environments.	Summer 2026
	To ensure that all school buildings are accessible to all pupils	Identify if any existing or prospective pupils have specific needs	SLT and Estates Manager	Autumn 2025	All buildings will be fully accessible for all pupils.	On-going requirement
	To improve access to the school grounds	Ensure that a winter gritting plan is in place. Check that all pathways are clear and safe.	Estates manager	Autumn 2025	Paths are accessible and safe. Improved access for users of the school.	To be in place from winter season 2025

Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Written information is not always accessible	School to provide alternative ways to provide written information if requested	Administration Team	Autumn 2025	Stakeholders are aware that letters, etc can be provided in different formats	Summer 2026
Medium term	Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats.	SENDCO	Autumn 2025	Written information is fully accessible to children with visual impairments	Summer 2026
Long term	Information is not always accessible to those with visual and hearing impairments	Work with Trust expertise to refine our on-going offer	DHT for Inclusion	Autumn 2025	Accessibility to information to adults and children with VI and HI	Summer 2026