

Aldermaston CE Primary School Accessibility plan (2025)

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

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.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

The school staff and governors reviewed this accessibility plan.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	GOOD PRACTICE	FURTHER ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS
Increase access to the curriculum for pupils with a disability	Planning for the specific needs of children living with a disability, in terms of their basic living skills, relationships and future aspirations.	Audits completed for individual children on entry to school, prior to transition and as a result of any significant changes in need whilst they are attending our school. Example – Annual review of EHCP provision, transition meetings with other settings, etc.	Headteacher SENCO Class teachers	Ongoing
	Out of school provision complies with equality legislation.	All out of school activities are planned to ensure the participation of all children, including sports, clubs and offsite visits.	Headteacher SENCO EVC Sports Leads Class teachers	Ongoing
	Reasonable adjustments are made to the learning environment and equipment used to support children's individual needs.	Review any alterations or purchases to support children on a case by case basis, obtain quotes as appropriate and within budget.	Headteacher SENCO Class teacher ICT Manager/ Site Manager	Ongoing

	Ensuring access to the curriculum for all children is an integral part of staff's continuing professional development.	Training provided for staff on adapting the curriculum to improve access for pupils with SEND.	Headteacher SENCO	Ongoing
	Curriculum progress is tracked for all pupils including those with a disability.	Class teachers assess all children in their learning in terms of progress and attainment. This information is regularly reviewed (e.g. pupil progress meetings) to identify any barriers to learning so that these can be overcome.	Headteacher SENCO Class teacher	Ongoing
	Curriculum resources include examples of people with disabilities.	Materials chosen for use in school are reviewed to ensure representation of people with disabilities. Leaders and teachers understand the importance of visibility in relation to disability. Resources (e.g. reading books, Jasmine, collective worship materials) clearly represent all including those with a disability.	Headteacher All subject leaders Class teachers	Ongoing
Improving the delivery of information at Aldermaston CE Primary School	Written material is available in different formats.	School Office will provide written material in different formats when required for individual purposes, e.g. large print.	Office manager	Ongoing
	Information easy to access through school website	Website information to be kept up to date. Audit of school website required to evaluate if website information is accessible to all and to suggest improvements to accessibility.	Headteacher Governors IT manager	Ongoing Ongoing
	Signage displayed at appropriate level for accessibility.	Signs reviewed regularly and replaced as appropriate.		

Ensuring physical environment ensures accessibility	See accessibility audit below – Appendix 1			
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Governing Body's Community Committee.

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
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Aldermaston CE Primary School is a single story building with wide doors throughout.

FEATURE	DESCRIPTION	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
Number of storeys	The school is a single story building.			
Corridor access	Wide corridors and double doorways allow good access to most areas of the school. Doors have been fitted with door retainers with automatic fire door release to ensure routes are open to users.			
Lifts	N/A			
Parking bays	Disabled parking allocated and marked.	Markings to be renewed.	Office manager	September 2027
Entrances	Step free access to the school building is available through the front entrance and through other entrances if required. An external bell is located at an appropriate height for wheelchair users to alert office staff where assistance is required.	External bell tested	Office manager	Ongoing
Ramps	N/A			
Toilets	There are two disabled toilets available on the school site. The toilets are located at either end of the building to ensure quick access when required.			
Reception area	A large glass window ensures full visibility of the entrance reception for all users.			
Internal signage	Positioning of signage visible for wheelchair users.			
Emergency escape routes	The route to our fire assembly point is through wide corridors with double doors which are secured open using DoorGard devices.			