


Aldryngton Primary School				
Policy	C4	Accessibility Plan 2025-2029		
Approved	July 2025		Signed	
Website	Yes		Chair, Curriculum and Safeguarding Committee	
Review	Annual	Next review	July 2026	



We are committed to providing a fully accessible environment, which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Aldryngton Primary School plans to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis.

We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

Curriculum

Equal Opportunities

SEND and Inclusion policy

School Development Plan

School Mission Statement

Health & Safety (including off-site safety)

Behaviour

Asset Management Plan

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken by the Local Authority. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first four-year plan period in order to inform the development of the new Plan for the following period.

The Plan will be monitored through the Curriculum and Safeguarding Committee.

Aldryngton Primary School Accessibility Plan 2025 onwards**Increase access to the curriculum for pupils with a disability:**

Target	Strategy	Timeframe	Update - As dated in each section
Ensure all staff are aware of the Equality Act 2010	Staff are trained biannually to ensure they fully understand the Equality Act (2010). This bi-annually training will commence from 2025-26 academic year	All staff completed online training by July 2026 with records maintained by School Business Manager	
Continue to ensure all staff are trained regularly so they are able to support children with SEND accessing the curriculum	<p>Teachers and TAs have planned training schedule organised in liaison with the SEN Lead. Initial focus areas identified for further training are attachment and adaptive teaching. Principles of scaffolding and SEND snapshots will be initial target areas for training in 2025-26 academic year.</p> <p>SEND leader to review and plan training needs on an annual basis factoring in staff voice, monitoring activities and SLT feedback.</p>	<p>All staff to have completed identified training for the 2025-26 academic year.</p> <p>Identified training areas to be shared for 2026-27 academic year as part of annual review</p>	
Ongoing reviews of timetables will ensure that children with SEND are not disadvantaged by timetable arrangement.	<p>Staff will consider:</p> <ul style="list-style-type: none"> • Rotating subjects to ensure that specific subjects are not always taught by cover supervisors • Considering the layout in an afternoon where possible e.g. avoiding two noisy lessons in an afternoon, avoiding two writing heavy lessons in an afternoon • Proactive planning in of whole class movement breaks daily • Proactive planning of mindfulness/reflection time daily 	Ongoing	

Aldryngton Primary School Accessibility Plan 2025 onwards**Improve the delivery of information to pupils with a disability:**

Target	Strategy	Timeframe	Update - As dated in each section
Pupils with SEND are given explicit information about trips.	SEN Lead will create social stories/information sheets for pupils with SEND with regards to school trips. Teachers will liaise with SEN lead in advance of the school trip.	Ongoing and reviewed annually within plan	
Pupils with SEND are given information which supports them to manage the week at school.	Class timetables given to pupils so they can prepare for the day at home. Social stories given to pupils to help them to navigate situations at school which are difficult.	Ongoing and reviewed annually within plan	
Specialist support sought to enable effective communication of information between home and school with regards to individual needs.	Sensory consortium to perform regular visits to school - liaison between SEN Lead, class teachers and parents.	Ongoing and reviewed annually within plan	

Aldryngton Primary School Accessibility Plan 2025 onwards**Improve and maintain access to the physical environment:**

Item	Activity	Timescale and cost	Update - As dated in each section
Accessible toilets are maintained and not used for other purposes e.g. storage.	F2 disabled toilets cleared out from storing other items. F2 disabled toilets are maintained so they become a pleasant and calming space.	£0 Ongoing	
Calm and low sensory areas are available in the setting.	Chestnut is repurposed into a nurture classroom with appropriate calming areas Rowan is repurposed as a sensory room.	Awaiting quotations for both. This is anticipated to be £600. Rooms to be reviewed annually and with identified budget	
Classroom interiors/corridors are reviewed to ensure pupils with sensory needs are not overwhelmed.	Individual class teachers to review displays and storage to ensure, where possible, classrooms are not cluttered. Storage areas around the school are sorted through to enable teachers to store less in their classrooms. Corridors maintained to a high standard to ensure pupils safety and organisational skills are supported.	£0 Ongoing	
Quiet/sensory spaces are available in outdoor areas	Grant funding sought for wild garden to change to sensory garden. Quiet space in Junior playground developed.	Awaiting quotations for both: Approx £1000 grant funding Approx £500 Planters and signs for walls Both in place and being used by end of the plan	