



# Appley Bridge All Saints' C of E Primary Academy

A member of **CIDARI**

## Accessibility Plan 2025-2028

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### 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 academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Appley Bridge All Saints' Primary, a Church of England Academy, adopts a 'whole school approach' to SEND and all staff work to ensure inclusive practice. The academy is committed to ensuring that all children can fulfil their potential and achieve optimal educational outcomes.

We aim to offer an inclusive environment in which children receive an outstanding education whatever their ability or need. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation and want all our children to feel that they are a valued part of our academy community.

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.

The school supports any available partnerships to develop and implement the plan. As part of the Cidari Multi Academy Trust, we have strong partnerships with our fellow academies and the central

team. Good practice is shared, building maintenance and compliance carefully monitored, statutory requirements implemented and high standards of classroom delivery expected.

As a Church of England Trust, the core principles are rooted in Christian values and distinctiveness.

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

## **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 they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their 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.

### **Action Plans**

#### **Increasing the extent to which disabled students can participate in the school curriculum**

<b>Action</b>	<b>Strategy</b>	<b>Responsibility</b>	<b>Success criteria</b>
SEND register and medical information to be utilised effectively so that relevant staff are aware of individuals’ needs.	Effective transition meetings to pass information on with communication with the SENDO and parents as necessary.	SENDCO and class teachers.	Pupils are fully included and feel safe, therefore able to maximise their learning.
Classrooms/teaching areas are organised to promote the participation and independence of all pupils.	Necessary adjustments are made prior to lessons starting to maximise participation. Strategies include coloured overlays or paper, wobble cushions, different writing implements, availability of a ChromeBook, visual timetables etc.	SENDCO and class teachers.	An increase in access to the National Curriculum and any other aspects of learning in school.
All out of school activities (trips, residential,	All activities will be conducted in an inclusive environment	SENDCO, Visit Leader, Educational Visits	Risk assessments are completed (with parents), reasonable

competitions) are planned to ensure all pupils can be included.	with providers that comply with current legislation. Accompanying staff are aware and familiar with the specific needs of attendees. Individual risk assessments are completed as necessary.	Co-ordinator and class teachers.	adjustments are made as required. All pupils can access all activities with confidence and supervising staff also feel confident.
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**Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided**

<b>Action</b>	<b>Strategy</b>	<b>Responsibility</b>	<b>Success criteria</b>
When any alterations are planned, ensure the Equality Act 2010 requirements are adhered to.	All contractors will work to the standard and specification required by Cidari Multi-Academy Trust.	School Business manager.	All works are in line with regulations in the Equality Act.
Ensure safe access is always available to those with additional needs.	One car park space-monitor appropriate use. Accessible toilet-continue monthly test of emergency pull cord. Ramp to avoid the steps by the stage to be kept clear of obstructions. One pupil (started in September 2024) requires a handrail in the toilets. As different toilets are used each year, this needs to be moved.	School Business manager and site supervisor.	Safe access to facilities is always available.

**Improving the delivery to disabled students of information which is readily accessible to pupils who are not disabled.**

<b>Action</b>	<b>Strategy</b>	<b>Responsibility</b>	<b>Success criteria</b>
School policies, and other statutory information, are downloadable from the website and will also be available as	Ensure parents are aware that they can request paper copies or information in different formats.	School Business Manager.	Clear access to statutory information.

paper copies if requested.			
SEN review meetings are held in school with parents invited in at a time to suit them. The child's voice is included when appropriate.	Clear home school communication with parents fully included.	SENDCO.	Fully informed and involved parents who can support their child's learning at home.
Pupils with a visual impairment are provided with a coloured overlay, or coloured paper.	SENDCO refers pupils for a Visual Stress test or similar when difficulties are encountered.	SENDCO	Pupils can access written information effectively.
Parents' evenings are held in person with a written report at the end of the year which parents may come into school to discuss. Dojo enables effective communication for all.	Regular meetings and written reports for all families, adapted if required.	Class teachers.	Fully informed parents regarding their child's progress in school.

#### **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the headteacher in collaboration with the Health and Safety Governor and the TRUST.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

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.

**Review date: Summer 2028**