Accessibility Plan

Reviewed: Summer 2026

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Statement of intent

All AET policies are written to support our schools and communities. We do this by ensuring they are always in line with our Colleague Values:

Applying these values to everything we do means always acting with integrity, in the interests of others, being honest, open and transparent and putting the safety of our children first.

This plan outlines how **Ash Grove academy** 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. In the preparation of an accessibility strategy, the LA will 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 principal and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

2. Roles and responsibilities

The Trustees 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.

The principal will be responsible for:

- 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 governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the principal and governing board 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 principal in relation to those needs as appropriate.

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.

3. The Accessibility Audit

The Principal and the Trust will undertake an **annual** Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the Trust 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 Trust 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 Trust will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the Trust 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

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

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.

4. Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Develop sensory resources	Continue to develop both resources and the sensory room	SENCO	Ongoing		Summer 2027
	Steps to classroom have no colour difference	Add yellow non-slip strips to all steps	JB	Autumn 2026	Aid with depth perception	Spring 2027
Medium term	Visual aids for all, in toilets	Signage to help everyone with visual aids for handwashing in the toilets	SENCO, JB	Spring 2027		Summer 2027
Long term	IT resources need updating for SEND children	Development of IT resources	SENCO	Ongoing	To support and enhance access for SEND children	Summer 2027

5.

6. Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Carpark dark at night	New lighting needed	JB	Summer 2026	New lighting is on dusk till dawn	Autumn 2026
Medium term	New signs directing traffic to disabled bays are needed at the entrance	Purchase new signage	JB	Autumn 2026	Allow easy navigation to bays	Summer 2027
Long term	Carpark needs to be resurfaced	Patch potholes until funding is achieved	Mellings, JB	Summer 2026	No trip hazards	Summer 2028

7. Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Toilets have no signage	Order and put up new signs. These should be tactile	JB	Autumn 2026		Spring 2027
	School does not know how to make written information accessible	Schools seeks advice from external advisors	SENCO	Summer 20XX	School is aware of local services for converting written information into alternative formats	Autumn 20XX
Medium term	School has no visual clues to help pupils, staff and visitors orientate themselves in passageways	order and put up signs throughout the school. Include toilets, offices and classrooms (numbers). These should be tactile	SENCO, JB	Spring 2027		Autumn 2027
Long term	School website has no audio reading facility	Look into if it is possible to add this facility to the existing website, if not find out the feasibility of having a new website designed	Aspire trust	Summer 2028		Spring 2029