Aldwyn Primary School

Accessibility Plan

Policy Review	
Review Schedule	Annually
Implementation Date	Autumn 2026
Date of Next Review	Autumn 2027

Victorious Academies Trust

Success in education

Aldwyn Primary School Accessibility Plan

Purpose

To ensure that we recognise our duties under the Equalities, DDA and SEN and Disability Acts to ensure that we provide a fully accessible environment for all pupils, staff, parents/carers and visitors to Aldwyn Primary School.

Introduction

At Aldwyn Primary School, we are committed to providing a fully accessible environment which values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

We are committed to challenging negative attitudes about disability and accessibility and developing a culture of awareness tolerance and inclusion.

Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995/2005 (DDA): 'A person has a disability 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 carry out normal day to day activities.'
The purpose and direction of the school's plan: vision and values
At Inspire Academy we are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. Inspire Academy promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.
Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- girls and boys; and children with all gender identifications
- minority ethnic and faith groups;
- children who need support to learn English as an additional language;
- children with special educational needs;
- gifted and talented children;
- children who are vulnerable;

We recognise our duties under the Equality Act 2010, the Disability Discrimination Act 1995 and the SEN and Disability Act 2001 (SENDA):

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to make reasonable adjustments to the school buildings where necessary to meet the needs of disabled pupils
- To increase the extent to which disabled pupils can participate in the school curriculum
- To review and improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Accessibility Plan

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

- Health & Safety Policy
- Special Educational Needs Policy
- Supporting Children with Medical Conditions and Administration of Medicines Policy
- Trips and Residential Visits Policy.

The Aldwyn School building and facilities modern and as such, comply with relevant building standards. Where appropriate, the school will ensure that the facilities cater for all accessibility requirements and our plan will contain relevant actions to:

- Review and where appropriate, improve access to the physical environment of the school, including specialist facilities if considered 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, equally prepared for life as are able bodied pupils. 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 academy facilities.
- Improve the delivery of information to pupils, staff, parents/carers and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events both printed and web based. The information should be made available in various preferred formats within a reasonable time frame.

Accessibility Plan

Aim	Current Good Practice	Action	Staff	Time	Success Criteria
Ensure that all school trips and residential visits are accessible for pupils with learning or physical disabilities.	Staff to visit all sites ahead of the trip. Accessibility discussed with parent/carer. Additional staff members available to support.	Accessibility discussed with the pupil. Wheelchair access sourced when necessary	SENDCo Teachers	Ongoing	All pupils will have access to a range of trips and residential visits alongside their peers
Provide specialist equipment to promote participation in learning by all pupils	Ear defenders, Sensory toys, Writing slopes, Visual prompts, Assisted technology	Continue to assess need and provide relevant equipment Purchase further assisted technology such as iPads or Chrome books	SENDCo Teachers TAs	Reviewed termly On-going	Children have the support needed to enable them to learn
Improve and maintain access to the physical environment	Single level school, with no stairs. Disabled parking bays Disabled toilets Wheelchair access to classrooms and playground Flat surface playground	Medical room to be modified appropriately to provide a changing facilities	SENDCo Site Manager SLT	On-going	Changing facilities are fit for purpose
Ensure that parents who have difficulty in attending school events because of a disability still have contact with the school.	SEN reviews can take place in person or over the phone Parents are able to email staff Phone calls / emails with parents Staff available at the end of the school day	Information emailed Arbor system used for communication	School Office SENDCo Teachers SLT	On-going	Parents are informed and involved in their children's education
School is aware of the access needs of disabled children, staff, parents or carers.	Through admission forms & questionnaires, seek information on the needs of users and pupils. Create access plans for individual disabled children, when and where necessary, including after school activities.	Staff meet with appropriate parents or carers so they are aware of any relevant issues and can ensure that this group has equality of access	SENDCo SLT Teachers	On-going	School and community will benefit by a more inclusive school .

	Assess users' needs and ensure they are met at meetings, and events. Prospective parents of pupils, and pupils with an EHCP / SEND, are invited to a transition meeting prior to the pupil starting school in order to discuss the pupil's specific needs.				