



# ASTON-ON-TRENT PRIMARY SCHOOL



## ACCESSIBILITY PLAN 2024-2027

This plan has been impact assessed in the light of all other school policies, including the Disability Equality Scheme.

Minute Number: 92/25

**SIGNED:**

**PRINT NAME:**

C. Coles

Chair of Governors

**DATE:**

17.11.25

**SIGNED:**

**PRINT NAME:**

S. Moore

Headteacher

**DATE:**

17.11.25

## **Purpose of the Plan**

The purpose of this plan is to show how Aston on Trent Primary School intends, over time, to increase the accessibility of our school for disabled pupils. Aston-on-Trent Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

## **Definition of Disability**

According to the Equality Act 2010, a person has a disability if:

- a) He or she has a physical or mental impairment.
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

## **Legal Background**

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the plans of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a. Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- b. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

## **Documents and policies**

The Accessibility Plan should be read in conjunction with the following school policies,

strategies and documents:

- Curriculum policy
- Equality Information and Objectives
- Health and Safety Policy
- Special Educational Needs Information Report
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- SEND Policy

The Schools complaints procedure covers the Accessibility plan.

### **Training**

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

### **Plan Availability:**

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the main office

### **Review and Evaluation:**

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Aston-on-Trent Primary School will address the priorities identified in the plan. The plan is valid for three years 2024–2027. It is reviewed annually.

## Aims and objectives

Our aims are to:

- Improve and maintain access to the physical environment
- Increase access to the curriculum for pupils with a disability
- Improve the delivery of written information to pupils

The tables below set out how the school will achieve these aims.

### Improving access to the curriculum for pupils with a disability

Aim	Strategy	Outcome	Responsibility	Time frame
Increase access to the curriculum for pupils with a disability	Aston offers a differentiated curriculum for children of all abilities and uses specific resources to ensure certain pupils are able to access the curriculum fully.  Work alongside Inclusion Support to enhance staff CPD and support for children.	Increased access to all areas of the curriculum.  Increased support for pupils and staff.	Class Teacher SENCo SLT	July 2026
Make greater use of technology to support learning for all groups of learners.	Support all staff to implement and effectively use iPad technology within the classroom.  Use of iPads for all pupils – source suitable support apps for additional needs where appropriate.  Typing intervention for pupils where appropriate.	Increased rates of progress for all learners.	Curriculum leads  SLT	July 2026

Widen the availability of physical activity within the curriculum.	To enhance outdoor play spaces to ensure access for all. Continue to deliver physical literacy breaks in EYFS. Training for Well-being warriors to support physical activity during play. Resources for sporting activities. Sensory circuits available for pupils where appropriate.	Children who are more active, healthy and ready to learn	SENCo P.E. lead EYFS class teacher SLT Head teacher	July 2026
Develop and enhance provision to support emotional wellbeing and resilience for all pupils, and for those with a recognised Mental Health need.	Commitment to CPD to promote health and wellbeing. Embed Zones of Regulation across school for all pupils. Offer parental workshops linked to emotional wellbeing. Embedding and enhancement of an outstanding pupil safeguarding curriculum. Effective use of the Sports Premium funding to promote excellent pupil health. Delivery of extra-curricular opportunities which promote mindfulness and wellbeing. Implement ELSA support for pupils where appropriate.	An increase in visitors to support our safeguarding & pupil health & wellbeing curriculum. Enhanced parental opportunity for engagement with safeguarding education. Pupils who are confident about learning and have a “growth mindset” persisting when faced with challenges.  Pupils who can set goals, manage stress and organise their school work. Pupils who can use problem solving skills and their better emotional wellbeing to overcome obstacles to achieve their full potential	SENCo ELSA Headteacher Volunteers	July 2026
To examine the curriculum for the school and identify accessibility to the curriculum and adjustments that are needed.	There will be adequate provision identified across the curriculum for any children requiring adjustments to their education. When a child is due to start school who will require significant adjustment to access the curriculum.	All pupils are well prepared and supported to access all aspects of the curriculum.	Headteacher SENCO SLT.	

### Improving the delivery of written information to pupils

Aim	Strategy	Outcome	Responsibility	Time frame
Availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when requested for individual purposes	Head Office staff	Ongoing
Make available school prospectus, school newsletters and other information for parents in alternative formats when specifically requested. (translated documents where possible)	Review all current school publications and promote the availability in different formats when specifically requested	All school information available for all who request it.	Head Office staff	Ongoing