

Accessibility Plan

2025 - 2027

At Athelstan Primary School, we are committed to ensuring equality of education and opportunity for all our pupils and staff and all those who are part of our school community or use our school facilities. This includes those who are disabled.

We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and can participate fully in school life.

We aim to address the needs of all our children, parents, staff and the wider community. We will work with all outside agencies who can advise staff and support pupils within school.

As a Governing Body, three key duties towards disabled pupils must be fulfilled.

- 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 increase access to education for disabled pupils.

Disability is defined as :

“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 definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of pupils are therefore included in the definition.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical coordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;

- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

Disability and special educational needs (SEND)

Many children who have SEND may also be defined as having a disability under the Disability Discrimination Act. It is likely that many of the pupils who have SEND and an EHC Plan or who are at SEND support will count as disabled. However, not all children who are defined as disabled will have SEND. For example, those with severe asthma, arthritis or diabetes may not have SEND but may have rights under the Disability Discrimination Act. Similarly, not all children with SEND will be defined as having a disability under the Disability Discrimination Act. In particular, some children whose emotional and behavioural difficulties have their origins in social or domestic circumstances may fall outside the definition.

Possible overlap of SEND and Disability Discrimination Act disability definition for children and young people

Special Educational Needs	Both SEND + Disabled	Disabled
Mild dyslexia Emotional and Behavioural Difficulties (EBD) - social factors Mild Dyspraxia Minor speech impairment Mild Learning difficulties	Motor impairment (long term) Learning difficulties Hearing impairment /deaf Visual Impairment/blind Incontinence Significant Dyslexia Epilepsy Non –verbal Attention Deficit Hyperactivity Disorder (ADHT) Autism EBD - (factors other than social e.g. medical conditions/mental health)	Asthma Diabetes Cancer recovery Mental health Issues Disfigurement Eating disorder Lack of limbs Sickle cell anaemia Gross obesity Very short stature

Athelstan Primary School currently provides access to and around the school by having in place the following:

- Wheelchair access to dining room/halls
- Disabled parking spaces limited.
- Disabled toilets facilities
- Adequate space to meet with parents and carers.
- Space for small group work and individual work for targeted learners.
- Development of a physical environment that is safe and welcoming.

- Carpeting to facilitate favourable acoustics in all classrooms.
- Play leaders (older pupils) provide support for vulnerable children at lunch times.

The school will take into account the needs of pupils, staff and visitors with physical difficulties and Sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. The following tables show short, medium and long term focuses as well as areas for further development and how the school will address them.

Short Term	Availability of written material in alternative formats	School to make itself aware of the services available through the Local Authority (LA) for converting written information into alternative formats.	If needed, the school can provide written information in alternative formats.	Disabled children and adults are able to access all information.
Medium Term	Teachers are aware of and use appropriate differentiation for disabled children's needs in order that all children have access to the curriculum.	Audit of teachers' professional development needs to be followed by appropriate training.	Teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	Disabled children are able to access the National Curriculum appropriately.
Long Term	School accessible to disabled children and adults. Access to the National Curriculum is provided for all as required.	School to audit current disabled provision and make improvements as required. School to take into consideration factors, such as colour, position and appropriateness when purchasing any new equipment, signs	School to be more accessible. Curriculum more accessible.	School accessible to all. Curriculum accessible to children as appropriate

Priority Target	Success Criteria	Timescale	Cost/Budget	Responsibility
Increasing the	Staff aware of pupils' individual needs	Ongoing	Materials and	All staff

<p>extent to which pupils can participate in the school curriculum.</p>	<p>Ensure relevant pupils can access curriculum by employing and using trained staff. Effective use of equipment to promote learning where appropriate e.g. hearing enhancement Curriculum planning makes provision for pupils Lessons address a variety of learning styles and are differentiated appropriately. Monitoring of pupils to ensure significant progress is made School visits are accessible to all pupils regardless of attainment or impairment</p>		<p>resource budget</p>	
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Improving access to and participation within the curriculum

To increase the extent to which disabled pupils can participate in the school curriculum

Our aim at Athelstan is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Target/Issue	Lead	Strategy/Action	Resources	Time scale	Success criteria
<p>SEND and Medical register and information on children with additional needs to be updated.</p>	<p>SENDCo</p>	<p>Ensure SEND register reflects current pupils being supported. Annotate SEND register with relevant developments. Ensure Medical register and Care plans are up-to-date. Meet with parents of children whose care plans/documentation needs updating.</p>	<p>SEND register and paperwork for individuals. LSPs Care plans</p>	<p>Autumn term 2025</p>	<p>SEN and Medical needs will be up-to date. Teachers and TAs will be aware of the needs of children in their class.</p>

Effective communication and engagement of parents	Deputy Head for Inclusion SENDco SLT	Inclusion SENDco SLT Introductory meetings in the autumn term to teachers and SENDCo, followed by termly meeting with parents and carers. Termly review meetings with parents of children with LSPs and EHCPs.	-Up-to-date LSPs and EHCPs -Rooms for meetings -Diary dates	Ongoing	Increased engagement of parents
Effective communications with nurseries and schools to provide a quality transition.	EYFS Phase Leader SENDCo	To identify pupils who may need additional to or different provision for the September intake. SENDCo to build relations with other local SENDCOs.	-Teacher/SENDCo time	On going and ongoing	Transition for children from Nurseries and other schools is smooth with adequate and appropriate resources and provision.
Training for staff on increasing access to the curriculum for all learners and removing potential barriers	Deputy Head for Inclusion SENDco	Audit Staff strengths/gaps in knowledge. Internal and external training from outside agencies- Autism support team, Speech and language, EP and OT etc TA training on adapting lessons for their 1:1 pupils. Staff meetings addressing inclusive practice and SEND procedures. SENDCO to do 1:1 sessions with teachers	Staff meeting -TA training -SENDCo/Teachers time -External agency training	One year and ongoing	Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is more broad and effective
Use appropriate assessment tools and activities for children working pre-key stage	SENDCo	Use other professionals' suggestions for adaptations of the curriculum. -SENDco/Teachers time	-SENDco/Teachers time - External agency support	One year and ongoing	Children working pre key stage will have consistent approaches for assessment and planning. Children

		- External agency support Children working pre key stage will have consistent approaches for assessment			working pre key stage will access every subject in a tailored way.
To ensure that the medical needs of all pupils are met fully within the capability of the school	Headteacher	To conduct parent interviews To liaise with external agencies Make relevant referrals to external agencies To identify training needs	-Staff meeting -TA training	Ongoing	All advice acted upon. All pupils' needs are met and they are able to access the curriculum
Appropriate use of specialised equipment to benefit individual pupils and staff	SENDCo	Ipads available to support children with difficulties Sloping boards for children with physical disabilities Coloured overlays or coloured paper for children with visual difficulties or dyslexia Use of wobble cushions, weighted blankets Pencil grips, fidget toys, chew toys etc Monitor and observe use of equipment Eg PECS, visual timetable, writing with symbols , wobble cushions etc Purchase Widgit to make resources	-Audit of equipment and needs - Staff training - Cost of resources	One year and ongoing	SEND children have appropriate equipment and resources which supports their learning and remove barriers to learning
Appropriate use of intervention and their success and impact on	Deputy Head for Inclusion SENDco	Track intervention success on tracker plus Strategically staff	Insight -Training on new interventions through external professionals	On going	Progress and attainment of all children is outstanding

progress		interventions to allow for optimum outcomes for pupils with SEN. Have intervention groups across classes/year groups to give more children opportunities to attend interventions. Improve gross and fine motor skills interventions. Improve sensory interventions	-Resources required to deliver interventions		
All children are visible in the curriculum and resources	SENDCo	Resources will reflect the needs of the pupils. Teachers will make a conscious effort to show a variety of people with additional needs in their classroom practice.	-Books	On going	Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources.

Improving access to the physical environment

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Services	Target/Issue	Lead Strategy/Action	Resources	Timescale	Success Criteria
Evaluate day and residential trips in light of current cohort	Deputy Head for Inclusion SENDco	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent. Pre visits required for residential stays if SEND children are coming.	- Risk Assessments -Time for pre visit if required	On going	All SEND are able to access all trips during their time at Athelstan
Ensure all children feel	Deputy Head for	Adults to encourage	-Training for play	On going	Children feel safe in

safe and involved at playtimes	Inclusion Pastoral team	children to join in games Pastoral team to report children who may not be involved at playtimes at weekly meeting	leaders -Weekly pastoral meeting/ vulnerable children meeting -Buddy system for new children		school – evidence in survey results from children, emotion tokens feedback
Maintain safe access round the interior and exterior of the school	Deputy Head for Inclusion Business Manager Premise officer	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear Communication with parents through letters/newsletters/website/1:1 school staff Safety improved with parking	-Premise meeting minutes - Premise walk - School Street	Maintain safe access round the interior and On going	There is safe access throughout the school No accidents or near misses in area outside of school
Ensure access for all SEND children at After school clubs and extended day and reasonable adjustments are made to enable participation	Extended service manager Deputy head	Audit SEND children use of clubs and extended services Risk assessments put in place if needed	Registers of clubs and extended day Risk assessments	On going	Increased access of SEND children at After school clubs and extended successfully and happily with the correct support if required
To make effective use of the Butterfly room and Zen Den/Ocean room	Deputy Head for Inclusion SENDco Headteacher Pastoral team	Children use the Butterfly room and other areas for regulation, to build life skills and for smaller group lessons.	Resources for nurture activities Timetables for rooms	On going	Children will know where they can go to regulate themselves. Children will be calmer and able to have calming breaks at appropriate intervals.

Improve the access and delivery of written information

To improve the delivery of information for disabled pupils and parents

Services	Target/Issue	Lead Strategy/Action	Resources	Timescale	Success Criteria
Review documentation on website to check accessibility for parents	Deputy Head Office staff SENDCo	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.	Office time Deputy Head time	On going	All parents will be able to be aware of what is happening at school via the website.
Ensure written materials are available in alternative formats	Deputy Head for Inclusion Office manager SENDCo	Ensure office staff are able to use google translate to translate any written letters and newsletters and ensure parents know this is available. Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers Invite parents who may need support completing forms to come into school.	Google translate Office time Deputy Head time	On going	Parents are able to access all information
Improve use of pictorial communication systems (Widgit)	Deputy Head for Inclusion SENDCO	Purchase Widgit to improve picture communication support. Use Widgit to make classroom resources (eg.word mats, visual timetables, social stories). SENDCo to train on most effective ways to	Training Time for meetings Pastoral meetings	On going	All school staff aware of disabilities of children in their classes

		use Widgit. SENDCo to train all relevant staff members in how to use Widgit.			
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