



Aston Rowant C+E Primary School

Accessibility Policy

Vision: To be a community of courageous life-long learners, who are rooted in God, live out our Christian values and enjoy life in all its fullness. (Col 2:1-7)

Mission: Growing together, rooted in God and inspiring one another through our values and our broad enriched curriculum.

Strapline: Growing together, rooted in God, having fullness of life (Col 2:1-7)

Date of Policy: September 2025

Headteacher: Mrs H France

Date of Policy review: September 2026

Date: 20th September 2025

SENDCo: Miss A Bedwin

Date: 20th September 2025

Linked Policies:

- Curriculum Policies
- Equal Opportunities Policy
- School Development Plan
- SEND Policy
- SEND Information Report
- Behaviour Policy
- Safeguarding & Child Protection Policy

1. Introduction

Aston Rowant CE Primary School is committed to ensuring equality of opportunity and full participation for all pupils, including those with disabilities. This Accessibility Policy and Plan sets out how the school will remove barriers to access and improve participation in all aspects of school life. It meets the requirements of the Equality Act 2010 and the Special Educational Needs and Disability Regulations.

The Accessibility Plan is designed to complement and support our SEND Policy and SEND Information Report and forms part of our ongoing commitment to inclusion.

The plan addresses improvements in three key areas required by law:

1. Access to the curriculum
2. Access to the physical environment
3. Access to information

This plan is published on our school website and is available in alternative formats upon request.

2. Key Objectives

- To ensure that all pupils, including those with disabilities, can access a broad, balanced and ambitious curriculum.
- To remove barriers that prevent pupils with disabilities from participating fully in school life.
- To continue improving the physical environment to make it more accessible.
- To improve the availability of accessible information for pupils, parents and visitors.
- To strengthen inclusive practice and ensure staff have the training and resources necessary to meet a range of needs.

3. Responsibilities

- The Governing Body is responsible for ensuring that statutory requirements are met.
- The Headteacher and SENCO are responsible for implementing the plan and monitoring progress.
- All staff share responsibility for promoting inclusion and removing barriers to learning.

4. Current Position

Aston Rowant CE Primary School has already taken the following steps to improve accessibility:

Physical Access

- Accessible toilet available
- Clear pathways across the site
- Well-lit access to key areas

Curriculum Access

- Differentiated planning
- Targeted and personalised support as required
- Access to appropriate ICT equipment
- Staff awareness of diverse learning needs

Access to Information

- School website hosts key SEND and accessibility information
- Policies available electronically and as paper copies on request

5. Plans for Ongoing Improvement (2025–2026)

A. Improving Access to the Curriculum

Objectives:

- Ensure all pupils can fully engage with the curriculum.
- Identify and remove barriers to learning as they arise.

Actions:

1. **Staff training to meet diverse needs**
 - Provide annual and needs-led CPD on areas such as autism, ADHD, sensory needs, dyslexia and communication difficulties.
2. **Curriculum and teaching adaptations**
 - Ensure planning includes adjustments for pupils with disabilities.
 - Increase the use of assistive technologies where appropriate.
3. **Intervention and support**
 - Maintain and review interventions at Wave 2 and Wave 3.
 - Ensure personalisation of provision and pupil involvement in planning.
4. **Enhanced inclusion in wider curriculum activities**
 - Ensure school trips, clubs and events are risk-assessed and fully accessible.
5. **Monitoring & evaluation**
 - SENCO to monitor classroom accessibility, differentiation and progress of pupils with SEND each term.

Success Criteria:

- Pupils with disabilities make strong progress.
- Staff are confident in adapting teaching.
- All pupils participate in extracurricular and enrichment activities.

B. Improving Access to the Physical Environment

Objectives:

- Improve ease of movement and safety for disabled pupils and visitors.
- Address issues identified in the physical accessibility checklist.

Actions:

1. **Site audit and improvements**
 - Review steps, door entrances and internal thresholds and plan adjustments where necessary.
2. **Evacuation procedures**
 - Create Personal Emergency Evacuation Plans (PEEPs) for pupils with disabilities.
 - Improve alarm and alert systems to ensure all pupils can access them.

3. **Signage and navigational improvements**
 - Introduce clearer visual signage to support pupils with visual impairment, autism or epilepsy.
4. **Acoustics**
 - Reduce background noise in key areas and consider acoustic solutions in classrooms where hearing-impaired pupils may be learning.
5. **Furniture and equipment**
 - Ensure furniture can be adapted or replaced to meet pupils' physical needs.

Success Criteria:

- Pupils with mobility, sensory or additional needs move safely and independently.
- All areas used for learning are accessible and inclusive.

C. Improving Access to Information

Objectives:

- Ensure all pupils, parents and visitors can access information in formats that meet their needs.

Actions:

1. **Alternative formats**
 - Provide information in large print, simplified language or audio upon request.
 - Develop symbol-supported or pictorial resources where required.
2. **Staff development**
 - Train staff in presenting information accessibly (e.g., describing diagrams, reading aloud projected information).
3. **Digital accessibility**
 - Ensure the school website meets accessibility standards and key documents (SEND Information Report, Accessibility Plan, policies) are easy to navigate.
4. **Inclusive communication**
 - Ensure parents with literacy or language barriers receive information in a format they can use.

Success Criteria:

- Parents report that information is accessible and clear.
- Pupils can access learning materials in formats that meet their needs.

6. Monitoring and Review

- The Accessibility Plan will be reviewed annually by the SENCO, Headteacher and Governing Body.
- The plan will be updated when significant changes occur (e.g., a new pupil with specific accessibility needs joins).
- Progress will be reported to governors and reflected in the School Development Plan.

7. Availability

This plan is available:

- On the school website
- On request from the school office
- In alternative formats on request