



Accessibility Plan

(2025-28)

Aston All Saints C of E Primary

Introduction

Aston All Saints C of E Primary is committed to ensuring that all pupils, including those with disabilities and additional needs, have equal access to the curriculum and school facilities. This accessibility plan outlines our strategies to improve accessibility in line with the latest guidance from the Department for Education (DfE) and the Equality Act 2010.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Here at Aston All Saints, our key values are: respect, friendship & trust. Inclusion being central to all that we do.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including

- Visitors to school
- Pupils

- Staff (site supervisor, class teachers, TAs, SLT, office staff)
- Buildings Manager
- External agencies

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Objectives

The primary objectives of this accessibility plan are to:

1. **Increase access to the physical environment:** Ensure that all areas of the school are accessible to all pupils, staff, and visitors.
2. **Improve access to the curriculum:** Provide appropriate resources and support to enable all pupils to participate fully in learning activities.
3. **Enhance access to information:** Ensure that all communications are accessible to parents, pupils, and the wider community.

Physical Environment

To enhance physical accessibility, we will:

- **Conduct an Accessibility Audit:** Regular audits will be performed to identify barriers to access within the school premises. This will include evaluating entrances, hallways, classrooms, and outdoor spaces. Currently the school is set across one level, all areas of school are accessible for all. Continue to work closely with external agencies such as occupational therapists. Arrangements are in place for any young person with a physical disability for alternative pick up and drop off arrangements. The school has a disabled toilet area. The school employee is a caretaker.

- **Implement Necessary Adjustments:** Based on the audit findings, we will make necessary adjustments such as installing ramps, widening doorways, and ensuring that corridors are free from obstructions.
- **Ensure Accessible Facilities:** Accessible toilets will be maintained, and appropriate signage will be displayed throughout the school to assist those with mobility challenges.

Universal Support	Targeted Support	SEND Enhanced Support
<p>5 a day model</p> <ol style="list-style-type: none"> 1. Explicit instruction 2. Cognitive & metacognition strategies 3. Scaffolding 4. Flexible groupings 5. Using technology <p>TEACH simple model (revisit, review, teach, practice apply)</p> <p>Communication friendly environment</p> <p>Reflective circle time & Worship activities.</p> <p>Talk partners.</p> <p>No called calling without time to 'think, pair & share.'</p> <p>Visual timetable.</p> <p>Auditory & visual games.</p> <p>Brain breaks &/or learning stops.</p> <p>CHOTTING (Collaborative chatting & scribing)</p> <p>Breaking tasks into chunks</p> <p>Brain breaks including allowing the pupil to move</p> <p>Additional time for processing</p> <p>Alternative forms of recording routinely used</p> <p>Adapted questioning and targeted simplified level/pace</p> <p>Routine & live feedback</p> <p>Boosting self-esteem at every opportunity</p> <p>Relate number concepts to everyday life</p> <p>Ensuring basic concepts are secure before moving on.</p> <p>Adapted level/pace/amount of teacher talk.</p> <p>Displaying the pupil's work and finding the positives.</p> <p>Flexible groupings.</p> <p>Appropriate seating.</p> <p>Pencil grips.</p> <p>Awareness of surroundings.</p> <p>Buddy Support/Role Models.</p> <p>Key worker/relationship.</p> <p>6 stages of de-escalation (in response to 6 stages of crisis).</p>	<p>Fresh Start Phonics</p> <p>Motor skills group</p> <p>RWL interventions</p> <p>Hand of options.</p> <p>Chrome books</p> <p>Teacher/TA support/pastoral support.</p> <p>Additional graduated response reviews</p> <p>One Drive file & diary of support</p> <p>Practical materials which clearly show the relative value of number, e.g. Numicon, Dienes.</p> <p>Using ICT to support</p> <p>Task Boards.</p> <p>Pastoral clubs/meetings (to boost self esteem & gage pupil views)</p> <p>Tabletop visual prompts/Knowledge organisers.</p> <p>Alternative forms of recording routinely used, e.g. jottings, drawing, labelling.</p> <p>Avoiding reading out aloud in front of the class.</p> <p>Offering different coloured paper to write on.</p> <p>Offering different writing implements.</p> <p>Crib sheet.</p> <p>Reduce the clutter on worksheets and white boards and highlight important learning points.</p> <p>Alternatives to homework sent out.</p> <p>Follow specific advice on equipment such as how to change hearing aid batteries, apply eye patches etc.</p> <p>Extra time given for specific tasks.</p> <p>Birmingham Toolkit Assessment Ladders.</p> <p>Boxhall Profile Assessment.</p> <p>Bespoke targets.</p> <p>Hierarchy or need.</p> <p>Opportunities to engage in community activity (after school clubs/breakfast club).</p> <p>Activities linked to own interests.</p> <p>Additional pre/post teaching.</p> <p>SATs adjustments (must be normal classroom practice over time)</p> <p>Risk Assessment &/or support plan.</p> <p>PDA changes to language strategies.</p> <p>ISS advice.</p> <p>Bernardos/Junction advice.</p> <p>Consult the Brook traffic light (sexualised behaviour) tool.</p> <p>EPS informal advice.</p>	<p>Bespoke Programme/timetable.</p> <p>Modified Curriculum.</p> <p>Now & Next.</p> <p>Nurture provision/passports (progression to adulthood).</p> <p>Tom Tags.</p> <p>Scribe.</p> <p>SALT programmes</p> <p>At least termly, assess, plan, do, review cycle.</p> <p>Thorough and timely preparations made for transition, both between year groups and between settings.</p> <p>Voice recorders.</p> <p>Access to highly skilled staff.</p> <p>Multi sensory pre writing activities/exercises.</p> <p>Specialist support assistant eg British Sign Language/ Makaton communication methods.</p> <p>Involvement of specialists for further & specific targeted approaches.</p> <p>Supported use of the sensory equipment.</p> <p>Adjustments to uniform.</p> <p>Resources & targeted support for progression to adulthood (Nurture Passports).</p> <p>Aid with personal care.</p> <p>Help at lunch time/break times (good choice).</p> <p>Sensory box/equipment.</p> <p>Social support groups.</p> <p>Blob Tree/CB Therapy/Social Stories.</p> <p>Support with Birmingham Toolkit Targets.</p> <p>Support with Boxhall Profile Targets.</p> <p>PEP virtual schools' involvement.</p> <p>CAMHS referral</p> <p>ISS referral</p> <p>Junction referral</p> <p>Aspire Outreach referral.</p> <p>EPS referral</p> <p>VI service referral</p> <p>HI referral.</p> <p>Sensory pathway referral.</p> <p>MIND referral.</p> <p>EHCP application.</p> <p>EHCP in place.</p>

Curriculum Access

To improve access to the curriculum, we will:

- **Provide Differentiated/Adapted Instruction:** Teachers will receive training on differentiated/adapted instruction strategies to meet the diverse needs of all learners. This includes adapting lesson plans and using a variety of teaching methods.
- **Continue to offer broad, balanced and ambitious curriculum for all.** Continue to track curriculum progress of all pupils including those with the disability, setting targets where appropriate. Continue to work alongside external agencies such as specialist inclusion team and educational psychologists. Continue to plan visits both within and outside of school that enhance the curriculum and provide all young people with firsthand experiences always evaluating the accessibility of visits and their suitability for each young person. Continue to utilise assessment to kits for those who may require the use of small steps progress trackers and intervention targets.
- **Utilise Assistive Technology:** We will invest in assistive technologies, such as speech-to-text software and chrome books, to support pupils with specific learning difficulties.
- **Offer Additional Support:** We will ensure that additional support, such as teaching assistants and specialist services, is available to pupils who require it. This will be tailored to individual needs as identified in their Support Plan and/or Education, Health and Care Plans (EHCPs).

Information Accessibility

To enhance access to information, we will:

- **Provide Information in Multiple Formats:** All school communications will be available in various formats, including large print, Braille, and digital formats, have the option for translation, to cater to different needs.
- **Ensure Website Accessibility:** The school website will comply with accessibility standards, ensuring that information is easily navigable and readable for all users, including those with visual impairments.
- **Engage with Parents and the Community:** We will actively seek feedback from parents and the community regarding the accessibility of information and make improvements, as necessary. Bespoke curriculum plans in place for those who require this, such as through the use of Birmingham Toolkit. Work alongside external agencies.

Monitoring and Review

This accessibility plan will be reviewed every 3 years. It may be updated more frequently to assess its effectiveness and to make necessary adjustments based on feedback from staff, pupils, and parents/carers. We will also ensure that all staff are aware of the plan and their responsibilities in implementing it.

Conclusion

Aston All Saints C of E Primary is dedicated to fostering an inclusive environment where all pupils can thrive. By implementing this accessibility plan, we aim to remove barriers and ensure that every child has the opportunity to succeed in their educational journey.