

Accessibility Plan



Ashley Junior School

Headteacher	Mrs C Bartolomeo
Date due for approval by Governing body (Every 3 years)	October 2027
Last Updated	July 2025

Reviewed	Reviewed by	Next review date	revisions
September 25	Full governing body	October 27 Cur. Gov	None

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

Our school aims state that:

At AJS we foster a culture that encourages and celebrates effort and achievement, supporting individuals to become independent and reflective thinkers. As part of a wider community, children and adults take pride, enjoy lifelong learning and are secure in an environment of mutual respect and fun.

We will help each other to:

- **value difference and encourage tolerance**
- **be creative and flexible and embrace change**
- **be honest and personally accountable**
- **make informed life choices**
- **have the confidence, skills and knowledge to be open-minded, reflective thinkers and independent learners**
- **see challenge as an opportunity**
- **believe that through endeavor our dreams can happen**

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, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff, parents and governors

2. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p>	<p>Further develop SLCN strategies to ensure all children can access the learning</p>	<ul style="list-style-type: none"> • Share the SLCN checklist to ensure SLCN friendly classrooms • Provide training for all staff in strategies to support SLCN: <ul style="list-style-type: none"> ○ Junior Language Link resources ○ Visual images ○ Speaking and listening • Utilise the Junior Language Link assessment to identify SLCN 	<p>SLT</p> <p>SENDCO</p> <p>SLT</p>	<p>Training annually</p> <p>Every September</p>	<p>Evidence that all staff are employing best practice in supporting SLCN</p> <p>Pupils with SLCN are making progress against initial benchmarks</p>

			<ul style="list-style-type: none"> Monitor the effectiveness of practice to support SLCN 	SLT/Governors	Ongoing	
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <i>Ramps</i> <i>Corridor width</i> <i>Disabled parking bays</i> <i>Disabled toilets and changing facilities</i> <i>Library shelves at wheelchair-accessible height</i> <i>Newly developed areas – playground, Forest School, Quad – are wheelchair accessible</i> 	Ensure accessibility for staff and pupils to all areas of the school site	<ul style="list-style-type: none"> Site walks and monitoring of access points Ensure designs and equipment enables access Car park – allocate disabled parking bays Library provision – ensure shelving meets need 	<p>Caretaker/Governors</p> <p>SLT/LA/Governors</p>	<p>Ongoing</p> <p>Ongoing</p>	The site is accessible and provides appropriately accessible facilities
Ensure sports provision is accessible for all, including competitive sport	<ul style="list-style-type: none"> <i>Review the PE curriculum to ensure there is access for all pupils</i> <i>Provide extra-curricular activities that enable access for all pupils</i> 	Provide sports provision – including competition – for all pupils	<ul style="list-style-type: none"> Invest in 'Jasmine Real PE' and ensure adjustments are available and made Monitor accessibility of PE in lessons and extra-curricular 	<p>SLT</p> <p>SLT/Governors</p>	<p>March 2021</p> <p>Ongoing</p>	Pupil conferencing, questionnaires and data indicate that pupils are accessing P.E. and participating in competitive sport

	<ul style="list-style-type: none">• <i>Provide competitive opportunities for all pupils – both internally and externally</i>		<p>activities</p> <ul style="list-style-type: none">• Provide internal competitive opportunities for all pupils	PE Leader	Ongoing	
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4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Finance and Resources Committee of the Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2 storey – 4 classrooms upstairs Admin area and small office space upstairs	Where necessary adjustments are made and spaces moved around E.g. Year 5 class moved downstairs to accommodate child in a wheelchair	HT/Caretaker	When needed
Parking bays	2 x parking bays required	<ul style="list-style-type: none"> • Re-surfacing of car park area • New bays created 	HT	July 2021 – this is reliant on the sale of land
Entrances	Entrance to field/new playground Entrance to hard court sports area	Ramp to entrance required Ramp to entrance required	HT/Governors	May 2021
Ramps	As above All ramp access to be checked and monitored annually	Annual monitoring	Caretaker	August 2021/22/23