

Ashton Gate Primary School



Accessibility Policy and Plan

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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities
- Provide ongoing staff training on equality and disability for all staff.

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.

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 in conjunction with Amplify Education Trust. We have consulted staff, governors, disabled pupils and their parents and carers in developing this plan, and we will seek their views again when we review it.

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.

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](#).

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.

The Equality Act 2010 states that a person is considered disabled if they have **"a physical or mental impairment that has "a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities."**

This means:

- **Physical or mental impairment:** This can include physical disabilities, learning disabilities, autism, ADHD, mental health conditions and sensory impairments.
- **Substantial effect:** The impact must be more than minor or trivial.

- **Long-term effect:** The impairment has lasted, or is likely to last, at least 12 months, or is likely to last for the rest of the person's life.
- **Normal day-to-day activities:** These may include communicating, reading, concentrating, walking, learning, personal care and interacting with others.

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.

Parents who feel that their child has been discriminated against at school should first raise their concerns with the class teacher or the school's SENDCO. If the issue is not resolved, parents can make a formal complaint following the school's complaints policy. Certain disability discrimination claims against schools can be brought to the First-tier Tribunal (Special Educational Needs and Disability).

3. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed and approved by the Local Governing Body.

4. 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
- SEND policy
- Supporting pupils with medical conditions policy
- Complaints policy

Date: September 2026

Review Date: September 2029

1. 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 Ashton Gate Primary School 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	Timescale	Success Criteria
SEND register and information on children with additional needs to be regularly updated.	SENDCo	Ensure SEND register reflects current pupils being supported. Add notes to SEND register on Arbor with relevant developments. Make SEND needs pinned at the top of a child's profile on Arbor. Liaise with parents and external agencies to ensure we receive up-to-date reports.	SEND register and paperwork for individuals.	SEND Register To be continually updated but checked termly by the SENDCo	SEN needs will be up-to-date. Teachers and LSAs will be aware of the needs of children they work with.
Medical register and information on children with additional needs to be regularly updated.	Lead First Aider	Ensure Medical register and Care plans are up-to-date on Arbor. Make medical needs pinned at the top of a child's profile on Arbor. Liaise with parents and external agencies to ensure we receive up-to-date reports.	IHCPs	IHCPs To be continually updated but checked annually by the Lead First Aider.	Medical needs will be up-to-date. Teachers and LSAs will be aware of the needs of children they work with.
Effective communication and engagement of parents.	Head of School Assistant Headteacher SENDCo	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 IEPs.	-Up-to-date IEPs and IHCPs -Rooms for meetings	Ongoing. Termly meetings.	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 and mid-year intake. SENDCo to continue positive relationship with Bristol SEN team to ensure collaboration when transitioning a child with an EHCP.	-Teacher/SENDCo time	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.	Executive Headteacher SENDCo	Internal and external training from outside agencies- Autism support team, Speech and language, EP and OT etc . TA training on adapting lessons and using scaffolding for pupils with additional needs. Staff meetings addressing inclusive practice and SEND procedures. SENDCO to do 1:1 sessions with teachers who need bespoke guidance for pupils. New staff to have SEN included in their induction to understand the needs of their class.	-Staff meeting -TA training -SENDCo/Teachers time -External agency training	Ongoing All staff to feel confident within and CPD timetable to be revised termly as the cohort and training needs changes.	Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is broader and more effective.
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Use appropriate assessment tools and activities for children working pre-key stage.	SENDCo	Use a range of resources for adaptations of the curriculum. Where appropriate, engage with external providers.	-SENDCo/Teachers time - External agency support	Ongoing training Introduced to new staff during induction	Children working pre-key stage will have consistent approaches for assessment and planning. Children 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.	SLT SENDCo	To liaise with parents. To liaise with external agencies . Make relevant referrals to external agencies To identify training needs.	-Staff training	Ongoing	All advice acted upon. All pupils' needs are met and they are able to access the curriculum.
Appropriate specialised equipment is used 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, wobble cushions etc.	-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.

		Ensure sensory room is fit for purpose.			
Interventions are used appropriately to help children make progress in targeted areas and skills.	Head of School SENDCo	Track intervention success on Insight. Strategically staff 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.	-Insight -Training on new interventions through external professionals -Resources required to deliver interventions	One year	Children meet the intended outcome of the intervention. Children attending interventions can show their improved skills in classwork and assessments. Interventions promote accelerated progress.
All children continue to be 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 SEN, disabilities and medical needs in their classroom practice.	-Books -Teacher-made resources for lessons eg.teaching slides -Visitors	One year	Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources.

2. 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.

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Evaluate day and residential trips in light of current cohort.	Head of School EVC 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 and planning required for residential stays if SEND children are coming.	-Risk Assessments -Time for pre visit if required	Ongoing	All pupils with SEND are able to access all trips during their time at Ashton Gate Primary School.
Ensure all children feel safe and involved at playtimes.	SLT Class Teacher LSA SENDCo	Play makers to encourage children to join in games. Staff on duty to involve children in play and to report children who may be struggling on the playground to their teacher or inclusion team.	-Training for play makers -Buddy system for new children	Ongoing	Children feel safe in school – evidence in survey results from children.

Maintain safe access round the interior and exterior of the school.	SLT School Business Manager Site Manager Caretaker	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear. Ensure staff available to walk children across the road on Ashton Gate Road and Upton Road. School Street installed at Upton Road at the start and end of the school day. Proposed School Street at Ashton Gate Road should be in place by Term 4 2026-27.	- iAM Compliant used by all staff to report site issues	Ongoing	There is safe access throughout the school
Ensure access for all SEND children at After school clubs and extended day and reasonable adjustments are made to enable participation.	SENDCo SLT	Audit SEND children use of clubs and extended services Risk assessments put in place if needed. Where a pupil needs additional support to take part in a club, we will plan reasonable adjustments with the family. Parents may choose to attend, but this will not be a condition of their child taking part.	-Registers of clubs and extended day - Risk assessments	Ongoing	Children with additional needs are accessing clubs of their choices with the correct planning and support.
To make effective use of sensory spaces	Head of School SENDCo	Children to use the Sensory spaces for regulation.	-Timetables for rooms	Ongoing	Children will know where they can go to regulate themselves. Children will be calmer and able to have calming breaks at appropriate intervals.

3.Improve the access and delivery of information

To improve the delivery of information for disabled pupils and parents

Target/Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
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Review documentation on website to check accessibility for parents.	SBM 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.	Staff time	Ongoing	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.	SBM Office staff 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 in who may need support completing forms.	Google translate Staff time	Ongoing	Parents are able to access all information and complete forms independently or with assistance.
Improve use of visuals to increase understanding of written information if required.	SENDCO	Use programmes such as Widgit to improve picture communication support and to make classroom resources (eg.word mats, visual timetables, social stories). SENDCo to ensure that any staff who may need to use these programmes are trained. Accessible formats and adaptive technologies will be used as required.	Training Time for meetings	Ongoing	Children will understand any written instruction or text as it will be accompanied with the appropriate visuals.
Have interpretation and translation technology or services available for parents who cannot access spoken communication (eg.BSL)	SLT SENDCo	Use translators for meetings with parents (either using our own staff where able or through Bristol City Council). Use online translation tools if it is not possible to arrange an interpreter.	Cost of translator and/or translation apps	Ongoing	Parents and children will all be able to access meetings and have what's needed to express their views accurately and understand others clearly.