



# **ASTON AND COTE CHURCH OF ENGLAND PRIMARY SCHOOL ACCESSIBILITY POLICY & PLAN**

This policy should be taken and used as part of Aston and Cote's overall strategy, and implemented within the context of our vision and values of a Church of England School. Aston and Cote is a Church of England School which celebrates a love of God and puts the Christian ethos at the centre of all that it does.

## **SEPTEMBER 2025**

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|----------------|--|
| <b>Signed:</b> | <b>Headteacher</b>                         |
| <b>Signed:</b> | <b>Chair of Governors</b>                  |
| <b>Date:</b>   | <b>Date of next review: September 2028</b> |

## Introduction:

Our Access Policy and Plan is based on a belief in equality and inclusivity for all. Everyone should have equal access to facilities and services regardless of disability, age, gender, or race as this will enable all stakeholders to flourish and to grow their talents.

The school recognises that many of our pupils, visitors and staff, whether disabled or otherwise, have individual needs when using school facilities. We understand that for all pupils, the nature of their disabilities may mean that they experience specific difficulties related to accessing education and the physical environment. As part of our ongoing commitment to the delivery of an inclusive education, we work hard to ensure that all our pupils receive a high standard of education and are supported to 'grow their talents'. Good communication and co-operation between the school, home and other professionals are essential.

## Our Vision

'Aspiring to be the people God created us to be by growing the talents He gave us'

We believe it is our collective responsibility to give the children of Aston school the skills and knowledge they need to reach personal excellence.

## Core Values

At Aston and Cote our core values are:

Love –

Respect –

Honesty –

Courage –

Respect –

Our values are embedded in the life of the school. Christian values underpin all relationships across the school and our commitment to caring for others.

## Key aims:

- Increase the extent to which disabled pupils can participate in the curriculum, including teaching and learning and the wider curriculum of the school such as participation in after-school clubs and school visits.
- 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.

## 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 2014](#)

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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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

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

- Mobility
- Manual dexterity
- Physical co-ordination
- 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

Some disabled pupils also have Special Educational Needs (SEN) and may be receiving support via schoolbased SEN provision or have a statement of SEN or Educational Health Care Plan. Just because a disabled pupil has SEN or has a statement does not take away the duty to make reasonable adjustments for them. In practice, of course, many disabled pupils who also have a statement of SEN will receive all the support they need through the SEN framework and there will be nothing extra the school has to do. However, some disabled pupils will not have SEN, and some disabled pupils with SEN will still need reasonable adjustments to be made for them in addition to any support they receive through the SEN framework.

## Health and Safety

The Equality Act 2010 does not override health and safety legislation. If making a particular adjustment would increase the risks to the health and safety of any person (including the disabled pupil in question) then this is a relevant factor in deciding whether it is reasonable to make that adjustment. However, as with the approach to any question of health and safety and risk assessment, schools are not required to eliminate all risk. Suitable and sufficient risk assessments should be used to help determine where risks are likely to arise and what action can be taken to minimise those risks. Risk assessments should be specific to the individual pupil and the activities in question. Proportionate risk management relevant to the disability should be an ongoing process throughout a disabled pupil's time at the school.

There might be instances when, although an adjustment could be made, it would not be reasonable to do so because it would endanger the health and safety either of the disabled pupil or of other people. There might be other instances where schools could make anticipatory reasonable adjustments in line with health and safety legislation, ensuring compliance with, and not infringing, that legislation.

**Plan Availability:**

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

**Training:**

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

**Complaints:**

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.

**Funding:**

It is unlawful for a setting or a school to charge a child for making reasonable adjustments in any circumstances.

Attached is an action plan which outlines how the school will address the identified priorities.

| <b>Strand 1:</b><br>Increase the extent to which disabled pupils can participate in the curriculum, including teaching and learning and the wider curriculum of the school such as participation in after-school clubs and school visits. |  |                           |  |  |
|---|--|---------------------------|--|--|
| <b>Target</b>   | <b>Action Needed</b>   | <b>Person Responsible</b> | <b>Time Frames</b>   | <b>Success Criteria</b>  |
| <b>Identify all pupils who may need different or additional provision</b>   | <p>Liaise with parents/home visits in the term before a child starts school to identify individual needs</p> <p>Extend transition arrangements when necessary</p> <p>Organise specific training for class teachers/teaching assistants prior to a child starting school if possible</p>  | EYFS Leader<br>SENCO      | <p>Termly (Reception/ Nursery)</p> <p>Annually in Nursery or at point of admission</p>       | Additional needs are identified prior to a child starting in school enabling provision to be adapted when necessary  |
| <b>The school curriculum is fully accessible by all pupils</b>  | <p>Identify training needs of staff. Plan specific training for SEND for all staff</p> <p>Provide specialist resources to allow greater access to the curriculum e.g. writing wedges, colour overlays, wriggle cushions</p> <p>Organise additional learning time for children to secure concepts because of a range of needs</p> | SENCO                     | <p>Termly teacher/TA meetings</p> <p>Induction for new staff</p> <p>Monthly SEN training</p> | <p>Evidence that staff use a range of strategies effectively to support the needs of individual learners (learning walks/lesson observations)</p> <p>Pupils with SEND make good progress over time</p> |
| <b>Pupils with disabilities are able to access all after-school clubs</b>   | Identify barriers to participation and plan appropriately  | Teachers                  | Termly   | All pupils with identified disabilities can take part in at least one after-school club if they want to  |

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| <b>Educational visits are accessible to all pupils</b> | EVC to support staff in planning for trips including the risk management for individual pupils | EVC | As needed | Appropriate risk assessment in place<br>pupils are able to participate in school trips |
|--|--|-----|-----------|--|

| <b>Strand 2:</b><br>Improve the physical environment of the school to enable all stakeholders to take better advantage of education, benefits, facilities and services provided |  |  |                                     |  |
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| <b>Target</b>   | <b>Action Needed</b>   | <b>Person Responsible</b>                                | <b>Time Frames</b>                  | <b>Success Criteria</b>  |
| <b>The school has accurate information on the access needs of pupils, staff, governors and parents/carers</b>   | Pupil profile meetings include discussion about physical access needs<br><br>Develop individual access plans for any pupils with disabilities if required<br><br>Staff, governors and visitors are asked about access needs before first visit to school | Class teachers<br><br>SENCO<br><br>Admin. staff          | Termly meetings<br><br>As necessary | The access needs of all stakeholders are known and met   |
| <b>Ensure that parents with disabilities are able to attend school events with adaptations made if necessary.</b>   | Option for parents to request special provision for school events/performances   | HT/ SBM  | Ongoing                             | Parents with disabilities attend school events.  |
| <b>All staff are aware of any barriers to physical access to or within the school building and the school grounds</b>   | Include in monitoring visits by H&S governor & site manager<br><br>Training for all staff to ensure that the classroom layout is accessible for all  | H&S governor and site manager<br><br>Headteacher/ SENDCO | Termly meetings<br><br>Annually     | Staff are aware of their responsibilities<br>The classroom environment supports the needs of individuals with disabilities |

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| <b>Individual medical needs are fully supported</b> | List of pupils with medical needs is updated annually and as required | Claire Mills | Annually and as required | Pupils with medical conditions are fully supported in school |
|   | Medical Needs Policy updated annually                                 | HT           | Annually                 |  |
|   | Individual EHCPs are established for pupils with medical needs        | SENCO        | As required              |  |

| <b>Strand 3:</b><br>Improve the availability of accessible information to disabled pupils    |   |                           |                    |   |
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| <b>Target</b>  | <b>Action Needed</b>  | <b>Person Responsible</b> | <b>Time Frames</b> | <b>Success Criteria</b>   |
| <b>Ensure information that is presented in class is accessible to all learners</b>           | Staff training on inclusion strategies when presenting information to pupils with disabilities in class. Support from other professionals in meeting individual pupils needs e.g. enlarged texts, symbols, modified language, use of ICT. | SENCO                     | Ongoing            | All pupils can access learning in lessons   |
| <b>The mental health and well-being of pupils with disabilities is supported effectively</b> | Develop nurture provision across the school<br>Emotional Literacy Support role meets the needs of pupils and parents across the school through regular supervision and training.  | SENCO<br>ELSA             | Ongoing            | Pupils with disabilities feel well supported and know who they can get help from  |
| <b>Pupils with SEND are actively involved in their Pupil Profile meetings</b>                | Pupils participate in the review and target setting process and have the opportunity to discuss which strategies work best for them so these can be developed   | SENCO<br>Class teachers   | Termly             | The views of pupils are included and addressed<br>Pupil profile paperwork show that the views of pupils are included in the |

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|   |  |   |  | review and target setting progress.   |
| <b>Communications between the school and parents/other stakeholders is accessible</b> | <p>Review website for accessibility of different users</p> <p>Ensure all letters are available from the school office/are available in large print</p> <p>Arrange virtual meetings using Microsoft Teams if required</p> | <p>SBM</p> <p>Admin. Staff</p> <p>SENCO</p> <p>Class teachers</p> | <p>Review September 2025</p> <p>Ongoing</p> <p>As required</p> | Information provided by the school can be accessed by all users, including information about pupil progress |