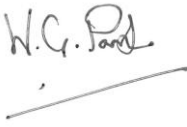




ACCESSIBILITY PLAN

2025 - 2028

Approved by	
Name:	Graham Parkin
Position:	Chair of Governors
Signed:	
Date:	6 th February 2025
Proposed review date:	Spring 2028

Purpose of the Plan

The purpose of this plan is to show how Asby Endowed School intends, over time, to increase the accessibility of our school for disabled pupils.

Definition of Disability

A person has a disability 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 carry out normal day to day activities.

Legal Background

Schedule 10 of the Equality Act 2010 requires the governing body of the school to prepare an Accessibility Plan setting out its proposals to increase access to education for disabled pupils in the following three areas:

- Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. e.g. handouts, timetables, textbooks and information about school events. The information should take account of the pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Asby Endowed School aims to treat all stakeholders - pupils, prospective pupils, staff, governors and other members of the school - community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, in order to allow them to learn, achieve and participate fully in school life.

The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual Information

The majority of the school building and playground is accessible for all as it is on one level throughout and we have a removable ramp into the rear of the building. (The school is not accessible unaided through the front gate or up the incline).

The Current Range of Disabilities within Asby Endowed school

The school has children with a limited range of disabilities which include a range of allergies, such as food allergies.

When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

All medical information is collated and available to staff on the individual pupil files, on the staff noticeboard, and the medical file on the staff sharepoint. We have competent First Aiders who hold current First Aid certificates.

All medication is kept in a secure place or in the fridge (as required) in the staffroom which has easy access for First Aiders and staff members.

Administration of Medicines consent forms are filled in by parents/carers outlining the illness and amount and time of medication. All medication that is given is recorded.

Asby Endowed School Accessibility Plan 2025 - 2028

Targets	Strategies	Outcome	Time	Monitoring
Equality & Inclusion				
To ensure that all policies consider the implications of disability access	Consider during review of policies.	Policies reflect current legislation and ensure disabled pupils are not disadvantaged in accessing education and extended activities	On-going	Headteacher, SENCo & SEND Governor
To ensure smooth transition between year groups/schools/providers	Liaise with the receiving school when a child with special needs is due to transfer and forward as early as possible relevant information.	All necessary arrangements/equipment are in place before transfer.	On-going	Headteacher, SENCo & SEND Gov
Improve the quality of teaching and learning.	Track vulnerable pupils individual progress termly and monitor provision	Improve learning for vulnerable children	On-going	Headteacher, SENCO & Governors
Physical Environment				
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access, if necessary & reasonable.	On-going	Headteacher, SSBM & Resources committee

Curriculum				
To continue to train staff to enable them to meet the needs of children with a range of SEND.	Targeted staff CPD.	Staff are able to enable all children to access the curriculum.	On-going.	Headteacher, SENCo & SEND Gov
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children and provide equipment as needed.	Children will develop independent learning skills.	Discuss termly at pupil progress meetings	Headteacher, SENCo & SEND Gov
Written & Other Information				
To ensure that all parents/carers and other members of the school community can access information.	Inform parents/carers that written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed.	Headteacher, SENCo & SEND Gov