



Ashgate Primary School

Accessibility Plan

January 2026 – January 2029

Reviewed annually by the Governing Body

1. Introduction

Ashgate Primary School is committed to ensuring equal access to all pupils, staff, parents, and visitors. The school aims to remove barriers to learning and participation and to promote an inclusive culture that values diversity and equality.

This Accessibility Plan is a statutory requirement under **Schedule 10 of the Equality Act 2010**, which requires all schools to plan for:

- Increasing access to the curriculum for pupils with disabilities
- Improving the physical environment to increase accessibility
- Improving the delivery of information to pupils and families with disabilities

This plan should be read in conjunction with Ashgate Primary School's **SEND Policy, Equality and Community Cohesion Policy**, and the existing **Accessibility Plan (Feb 2019)** listed within the school's published policies. [ashgate.derby.sch.uk]

2. School Ethos & Values

Ashgate Primary School is committed to:

- Valuing the achievements and abilities of all pupils
- Providing high-quality teaching that is differentiated and personalised
- Ensuring a safe, supportive environment where pupils with SEND thrive
- Working collaboratively with parents, carers, health professionals and external agencies

The school aims to ensure all pupils—especially those with Special Educational Needs and Disabilities (SEND)—are *“moving forward and aiming high”*, as reflected in recent inspections and SEND priorities.

3. Current Position & Context

- The school provides support for a wide range of needs including cognition and learning, SEMH, communication, sensory needs, physical needs, and medical conditions.
 - The school is SEND-inclusive and maintains a variety of policies supporting physical, sensory, behavioural, and medical accessibility.
 - SEND provision is updated annually, with staff training embedded in the school's professional development cycle.
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4. Aims & Objectives (2026–2029)

Aim 1: Increase Access to the Curriculum

Objectives:

1. Ensure high-quality differentiation and adaptations across all subjects.
 2. Increase the range of accessible learning resources including visual aids, adaptive digital tools, and tactile resources.
 3. Provide staff with ongoing training around autism, speech & language needs, sensory processing, and emotional regulation.
 4. Strengthen targeted interventions for reading, writing, maths, and communication.
 5. Review curriculum planning annually to ensure it meets the needs of all learners.
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Aim 2: Improve the Physical Environment

Objectives:

1. Conduct an annual site accessibility audit.
 2. Improve signage, colour contrast, and navigational clarity around school.
 3. Ensure corridors, classrooms and outdoor spaces remain accessible to pupils with mobility difficulties.
 4. Maintain accessible toilet and hygiene facilities and ensure they reflect the needs of pupils using adapted equipment.
 5. Assess and upgrade lighting, acoustic environments, and quiet spaces for pupils with sensory needs.
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Aim 3: Improve Access to Information

Objectives:

1. Ensure key information is available in alternative formats (large print, simplified language, translated documents).
2. Improve digital accessibility of the school website, including readability, layout, and downloadable SEND information.
3. Provide accessible communication for parents with hearing, visual, or literacy needs.
4. Continue developing a parent-friendly version of the SEND Report each academic year.

5. Action Plan (Summary)

Area	Action	Timescale	Lead	Success Criteria
Curriculum Access	Staff training in SEND areas including ASD, SEMH, SALT, sensory needs	Ongoing, reviewed annually	SENDCo / Headteacher	Staff confident; lessons adapted consistently
Curriculum Access	Increase use of assistive technologies (read-aloud tools, visual supports, overlays, voice-typing)	2026–2027	SENDCo / ICT Lead	Pupils with needs accessing learning more independently
Physical Environment	Annual accessibility audit	Spring each year	Site Manager / SENDCo	Updated risk assessments; identified improvements actioned
Physical Environment	Improve signage and accessibility routes	2026–2028	Site Manager	Clear access for all; visitors able to navigate independently
Information Access	Redesign key documents in accessible format	2026	Office Team / SENDCo	Parents report improved understanding
Information Access	Review website for readability and accessibility	2026–2027	SLT	Website meets accessibility standards (WCAG 2.1 where possible)

6. Roles & Responsibilities

- **Governing Body:** Monitors progress against targets; reviews plan annually.
 - **Headteacher:** Ensures implementation; allocates resources.
 - **SENDCo:** Leads on SEND training, accessibility practices, and monitoring.
 - **Site Manager:** Oversees environmental modifications and audits.
 - **Class Teachers:** Deliver high-quality, adapted teaching.
 - **Parents & Pupils:** Input gathered through questionnaires and meetings.
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7. Monitoring & Review

- **Annual review** every Spring term, linked to the SEND Information Report.
 - Termly monitoring through learning walks, audits, and pupil voice.
 - Progress reported to governors and published via the school website.
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8. Links with other policies

- SEND Policy
 - Equality & Community Cohesion Policy
 - Health & Safety Policy
 - Behaviour Policy
 - SEND Provision Report
- (All available within Ashgate Primary School's published policy library.)
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