



Athersley North Primary School

Accessibility Policy

2026-2029

Approved by:	E.lles
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Statement of intent

This plan outlines how Athersley North Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where 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 plan aims 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.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Health and Safety Policy
- Data Protection Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.

- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

4. Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Staff members do not know whether the curriculum is accessible	Audit of the curriculum	Headteacher, teachers, SENCO	Autumn 2026	Management and teaching staff are aware of the accessibility gaps in the curriculum	Summer 2027
	Ensure all pupils can fully access the curriculum	Broker support from specialist services as required Provide staff with an Ordinarily Available Provision checklist so they are clear about expectations	Head of SIS/Teaching Staff	Ongoing 2026-2027	Advice taken and strategies evident in classroom practice. All pupils with SEND, supported and accessing the curriculum	Summer 2027
	Staff members do not have the skills to support pupils with SEND	INSET provided to staff members Training for teachers on adapting the curriculum	Headteacher, external advisors, SENCO	Autumn 2026	Staff members have the skills to support pupils with SEND	Summer 2027

	Relationships and communication with parents of SEND pupils is inconsistent	Continue to embed good practice learnt from PINs project	Head of SIS/Teaching Staff	Ongoing 2026-2027	<i>Collaboration and sharing between school and families will be effective</i>	Summer 2027
Medium term	Progress of SEND pupils	Embed a new system to accurately assess and monitor pupil progress	Head of SIS/Teaching Staff	Ongoing 2026-2027	Progress of SEND pupils	Summer 2027
	Effective inclusivity of disabled students in classroom discussions/ activities. How do school take into account a variety of learning styles when teaching?	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) *Wheelchair access *Resources for the visually impaired *Visually Impaired training for relevant staff *Giving alternatives to enable disabled pupils to participate successfully in lessons	Whole school approach	Ongoing 2023-2026	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.	Summer 2027

Long term	Pupils with SEND cannot access lessons	Provide tablets and other reasonable adjustments for pupils with SEND	Headteacher, ICT manager, SENCO	Autumn 2026	Pupils with SEND can access lessons	Spring 2027
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5. Planning duty 2: Physical environment

	Issue/ Question	What	Who	When	Outcome	Review
Short term	Is the school's physical environment accessible	Audit of physical environment	SLT/Premises Manager	Ongoing 2026-2027	School is aware of accessibility barriers to its physical environment, and will make a plan to address them	Summer 2027
	Is the environment visually stimulating for all children	Classroom displays are conducive for learning	Teachers/TA's	Termly Monitoring/Ongoing 2026-2027	Environment maintained to a high standard, demonstrating pupils' learning.	Summer 2027
	Are Classrooms ASD friendly?	Teachers implement an ASD approach to classroom environment	Teachers/TA's	Ongoing 2026-2027	ASD children feel safe and secure and are able to learn effectively.	Summer 2027

Medium term	Is the Learning environment for pupils with visual impairment accessible?	Incorporation of appropriate colour schemes	SBM	Ongoing 2026-2027	Learning environment is accessible to pupils with visual impairments	Summer 2027
	Provision of disabled parking spaces to ensure parents have the opportunity to be involved	Utilise disabled parking spaces for disabled to drop off & collect children	SLT/Office Staff	Annually in September Ongoing 2026-2027	Ensure that disabled parents are not discriminated against and are encouraged to accompany their children to and from school.	Summer 2027
	Are accessible toilets available to pupils, staff and visitors?	Handrails installed X 2 accessible toilets within the building Safety alarms incorporated	SBM	Ongoing 2026-2027	Access to toilets is increased	Summer 2027
Long term	Can children with physical disabilities access school buildings	Construction work undertaken	SBM/building contractors	Ongoing 2026-2027	School buildings are fully accessible	Summer 2027

6. Planning duty 3: Information

	Issue/Question	What	Who	When	Outcome	Review
Short term	Are SLT aware of whether school information is accessible or not	Audit of information delivery procedures	SENCO/ICT manager	Ongoing 2026-2027	School is aware of accessibility gaps to its information delivery procedures	Summer 2027
	Is written information accessible to all stakeholders?	School seeks advice from external advisors	SENCO	Ongoing 2026-2027	School is aware of local services for converting written information into alternative formats	
	Can children with ASD access the curriculum.	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children Seek advice and support from SCI Team	All staff	Ongoing 2026-2027	ASD children able to access curriculum	
	Can children with a sensory impairment access the curriculum	Regular parental communication Individualised multi-sensory teaching strategies used for ASD children Seek sensory profile information from Occupational Therapy	All staff	Ongoing 2026-2027	Children with a sensory impairment to be able to access the curriculum.	

Medium term	Written information is not accessible to pupils, parents and visitors with visual impairments	Provide written information in alternative formats Incorporate appropriate colour schemes when refurbishing (to benefit pupils with visual impairments) and install window blinds Use a variety of strategies to support learners with reading difficulties Raise awareness of font size and page layouts to support pupils with visual impairments.	SENCO	Ongoing 2026-2027	Written information is fully accessible to children with visual impairments All pupils, parents and visitors are able to access written information.	Summer 2027
Long term	School website is not accessible to children with SEND	Audit of website	SBM	Ongoing 2026-2027	Website is fully accessible	Summer 2027

