ASKAM VILLAGE SCHOOL

ACCESSIBILITY PLAN

2026 – 2028

Approved by[1]	
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Position:	Headteacher
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Version:	1
Date:	March 2026
Review date[2]**:**	March 2027

[1] The Governing Body are free to delegate approval of this document to a Committee of the Governing Body, an individual Governor or the Head Teacher

[2] This document should be reviewed every 3 years

REVIEW SHEET

The information in the table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	March 2012
2	Front Cover ONLY updated to take account of revised Statutory Policy Guidance issued by the DfE	January 2013
3	Reformatted only	February 2014
4	Reformatted only	February 2015
5	Reformatted only	May 2017
6	Very minor updates AND 'Date Complete' added to all Action Plans (Appendices)	September 2018
7	Reviewed – links checked	January 2021
8	Reviewed and table updated with completed actions	October 2023
9	Reviewed with minor restructuring and updated to include information relating to the Public Sector Equality Duty	September 2023
	Reviewed – minor formatting changes, no change to content	September 2024

Version Number	AVS Version Description	Date of Revision
1	Based on KAHSC v9 New AVS version added and updated	March 2026

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APPENDIX A - Accessibility Plan

1. INTRODUCTION

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in a number of ways. The overriding principle of equalities legislation is generally one of equal treatment. However the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

- The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition
- Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
- Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
- From September 2012 schools and local authorities are under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEND.

As in previous legislation a school/setting must not discriminate against a pupil because of something that is a consequence of their disability.

It is unlawful for a school/setting to treat a disabled pupil unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but a school/setting could justify indirect discrimination against a disabled pupil, and discrimination arising from a disability if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

2. DEFINITION OF DISABILITY

Equality Act 2010: a person has a disability if:

- they have a physical or mental impairment;
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial;
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non–prescribed substances.

It should be noted that this definition is *not just regarding physical difficulties* but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a pupil is disabled but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical coordination
- 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

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non–prescribed substances.

3. REASONABLE ADJUSTMENTS

We have a duty to make reasonable adjustments for disabled pupils:

- When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage;
- We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the pupil faces in comparison to his non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

The Act does not set out what would be a reasonable adjustment or a list of factors to consider in determining what is reasonable, however, the Equality and Human Rights Commission (EHRC) provides further guidance in its publication EHRC Reasonable adjustments for disabled pupils. It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and whether aids have been made available through the SEND route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing SEND statement provisions, under which Local Authorities have to provide auxiliary aids and services where a statement details that provision. When a disabled pupil does not have a statement of SEND (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school/setting.

Under the Equality Act we do not have a duty to make alterations to the physical environment though we should be planning to do so as part of our accessibility planning.

4. PUBLIC SECTOR EQUALITY DUTY

The Public Sector Equality Duty (PSED) (section 149 of the Equality Act) came into force on 5 April 2011. The Equality Duty applies to public bodies (including schools) and others carrying out public functions. It supports good decision-making by ensuring public bodies consider how different people will be affected by their activities, helping them to deliver policies and services which are efficient and effective; accessible to all; and which meet different people's needs.

The PSED is supported by specific duties, set out in regulations which came into force on 10 September 2011. The specific duties require public bodies to

- publish relevant, proportionate information demonstrating their compliance with the Equality Duty at least annually; and
- set and publish measurable equality objectives, at least every four years.

All information must be published in a way which makes it easy for people to access it and the published information must show that the public body had due regard to the need to:

- eliminate unlawful discrimination, harassment and victimisation and any other conduct prohibited by the Act;
- advance equality of opportunity between people who share a protected characteristic and people who do not share it; and
- foster good relations between people who share a protected characteristic and people who do not share it.

These are generally described as the three aims of the Equality Duty. Our accessibility plan has been developed to help us to effectively meet our obligations under the PSED and ensure that users of our service who have a disability are not disadvantaged when accessing our curriculum, physical environment or the information which we provide.

5. AIMS OF THE ACCESSIBILITY PLAN

We strive to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

In Askam Village School, we have a commitment to equal opportunities for all members of the school/setting community and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:

- increase the extent to which disabled pupils can participate in the different areas of the national curriculum, increase access to extra-curricular activities and the wider school/setting curriculum;
- improve the physical environment of schools/settings to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

Furthermore, under our equality duties, we intend to improve the physical environment of the school/setting to enable any disabled person (pupil, parent/carer, employees or visitor) to access facilities and services and improve the availability of accessible information to any disabled person.

This Accessibility Plan will, therefore, **begin the process of addressing the needs of disabled people** through specific targets.

It is a requirement that the school's/setting's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school/setting will address the priorities identified in the appendices.

Compliance with the disability duty under the Equality Act is consistent with the school's/setting's aims and Single Equality Scheme, and the operation of the school's/settings SEND policy.

The Action Plan for physical accessibility relates in part, to the Asset Management Plan (access section) of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plan will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

6. KEY OBJECTIVES

The key objectives of our Accessibility Plan are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school/setting community for pupils, and prospective pupils, with a disability.
- We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- We are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework (Click here to access) which underpin the development of a more inclusive curriculum:
    - setting suitable learning challenges;
    - responding to a pupil's diverse learning needs;
    - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

7. CONTEXTUAL INFORMATION

Askam Village School is in within the village of Askam-in-Furness and the catchment area is the areas of Ireleth and Askam. We are located seven miles outside the town of Barrow-in-Furness in the south of the county of Cumbria.

Askam Village School is a Foundation School and provides education for children aged from 3 years to 11. On leaving Askam Village School the vast majority of pupils transfer to Dowdales School. We have a separate Nursery building on our site but this is very much part of the school. Most children transfer from our Nursery to Reception children and are joined by other children who may have attended a

private Nursery setting. We have good links with other schools in the area and are part of the Furness Primary Collaborative.

There are currently 189 children on roll and we are able to offer Nursery aged children varied ours including up to 30 hours. We have an onsite breakfast and after-school club run by school staff.

We are very lucky our school is set in large grounds with good outdoor facilities including two football pitches, a wildlife area as well as playground and outdoor learning areas with a dedicated area for children in Nursery and Reception classes.

We have a separate Nursery building joined to school by a covered play area and 7 other classrooms as well as a large hall, library, art room, 3 offices, three withdrawal rooms, a music room, breakfast and after school club room, and various cloakroom areas.

Our school is on two levels with the majority being on the ground floor. On the first floor there is a staff room, staff toilets and the Headteacher's office. The ground floor has two sets of steps; one set are wide and long with handrails on each side and the other we have a portable ramp. The first floor is accessed by two different sets of stairs.

8. DEVELOPMENT

8.1 The Purpose and Direction of the School's Plan: Vision and Values

Everybody Matters, Every Moment Counts

The school mission

- To provide the highest quality of education, and for all pupils to be challenged and motivated to achieve their highest standards in all aspects of learning, and personal/social development.
- To enable pupils to maximise their potential and to provide the opportunity to develop into a well-rounded individual.
- To provide good role models which equip children with the skills needed to become good citizens and positive members of the school and wider communities.
- To develop and encourage skills required to become independent thinkers.

To behave in a way that is respectful towards others and be responsible for their own behaviour, respecting the right of others to learn.

8.2 Information from Pupil Data and School Audit

Key starting points for the school's plan:

- *The school/setting has identified that we have, as at the start of the academic year 2025-2026*

  19 no. of students regarded as regarded as having a disability within the meaning of the Equality Act. These can be grouped as: Autism 4, Dyslexic 4, ADHD 4, Vision 1, Learning difficulties 6
  Our annual development plan takes into account the needs of our diverse student population as well as the needs of its wider community.

In order to ensure that our data is up to date and accurate we will:

- *liaise with the Local Authority so as to identify and therefore plan a response to students with a disability well before they arrive;*
- *implement a system that allows parents to inform us if they themselves have a disability;*
- *identify early on in their school career any obstacles to the effective learning of disabled students;*
- *use all available data to inform the planning of individual student learning patterns;*
- *use information supplied via previous LA Asset Management/Accessibility Audits to assist us to develop an action plan to reduce obstacles for the school/setting community.*

8.3 Views of those Consulted during the development of the Plan

We will:

- *ensure the development of the plan involves coordination with the Local Authority in line with the LA Accessibility Strategy and ensure that we provide the best choices for students wanting to enrol here;*
- *consult the full governing body/SEND governor*
- *consult staff including specifically SENCo, heads of year/department, safety committee;*
- *set up a structure to allow the views of students, both able and disabled to be taken into account (via questionnaires/speaking to children);*
- *survey parents/carers to ascertain their views on our provision for disabled students and any developments they feel would be of use to the students and also offer parents alternative ways of answering the survey and through speaking to parents/carers at various times*
- *involve outside agencies who already exist to assist disabled students in their education and future careers;*
- *ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders;*

9. SCOPE OF THE PLAN

9.1 Increasing the extent to which disabled pupils can participate in the school/setting curriculum

- to investigate how the access to those areas of the curriculum that are normally difficult for disabled students to access can be improved;
- to further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled students;
- to investigate alternative provision/routes and collaboration that will assist disabled students to learn including liaison with the LA Special Educational Needs and Disabilities (SEND) Statementing and Provision Team**.**

We plan to increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school/setting such as participation in after-school clubs, leisure and cultural activities or off-site visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum. The school/setting will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

Each subject leader has an action plan which includes ensuring all children have access to the curriculum. The monitoring role of each subject leader includes work scrutiny and speaking to children. There are also key areas within the whole school improvement plan to monitor across school where governors are assigned monitoring roles.

As well as whole school plans to ensure access some pupils also have a school support plan or Education Health Care Plan to share the needs and strategies used for individual pupils. The SENCO liaises with class teachers, parents/carers and children and other agencies where appropriate to ensure this is well established.

The Headteacher, along with Governors have identified actions in the school's access plan to enhance teaching and learning opportunities for all those in the school community with disabilities.

These include:

- *consideration of whole-school ways of increasing participation in activities such as after-school clubs, leisure and cultural activities, as well as off-site visits, particularly for difficult-to-include pupil groups, such as those with physical or behavioural challenges;*

- *how threats to participation have been analysed using risk assessment proforma and action taken to reduce those identified risks;*
- *identifying how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities;*
- *deciding how the implementation of specific strategies such as flexible or shared timetabling, nurture groups, counselling provision, access to therapy, first day absence response, have enhanced attendance and participation;*
- *consideration of how classroom/group organisation has been targeted to ensure that all pupils achieved increased levels of school success;*
- *description of action to increase curriculum choice and/or flexibility has enhanced the access to appropriate qualifications/attainments;*
- *consideration of the school response to pupils through the application of the SEND Code of Practice has improved pupil attainment and how effective communication regarding specific pupil needs has been achieved and is monitored;*
- *consideration of how liaison, increased communication and relationships with external agencies has supported and enhanced pupils' access to the curriculum and how this is monitored and improvements targeted;*
- *identifying how staff training needs in order to effectively meet the diverse abilities and disabilities of all pupils, including prospective pupils who may require manual handling, signing, personal hygiene support etc. has been identified and supported;*
- *taking action to ensure that disabled members of the school community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement;*
- *ensuring that action has been undertaken to ensure that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education;*

9.2 Improving the physical environment of the school/setting to increase the extent to which disabled pupils can take advantage of education and associated services

- in consultation with the LA (where necessary and appropriate) investigate various improvements to the site;
- improve accessibility points to different curriculum areas;
- investigate ways of making the site more accessible to both disabled parents and adult users.

The school/setting will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. This is required regardless of whether the school/setting has pupils or visitors with disabilities and is preparation for a situation when they do.

Askam Village School has finance, premises and personnel governor committee who oversee the school premises and this is where priorities are identified through using various external audits. This is reviewed annually and updates shared at every meeting.

This strand of the planning duty covers aids to improve the physical environment of the school/setting and physical aids to access education. The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

In maintained schools the provision of a special piece of equipment or extra assistance will generally be made through the SEND framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEND route and those provided under the planning duty is that the SEND duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school/setting. For example, a pupil with visual impairment might have low vision aids provided through the statement of SEND but the school/setting might as a general measure provide blinds and adjustable lighting and colour distinction through the planning duty.

- *Changes to improve access to doors, stairs, toilet, changing facilities, and consideration of the impact of signs, colour schemes and colour contrast, lighting, heating etc.*
- *Changes outside of the school/setting building e.g. provision of disabled parking etc.*
- *Management and organisation issues such as maintenance of lights, fire alarms appropriate to those with hearing impairments etc.*
- *Increased access to and maintenance of, auxiliary aids, ICT apparatus such as computer hardware/software.*
- *Improvement to the acoustic environment that might include installation of soundfields/hearing loop systems.*
- *Improvements of storage implications for wheelchairs and other mobility devises.*
- *Application and progress on capital funding for major access works funded by the Schools Access Initiative through the Local Authority, and details on school's funds delegation to support targets such as provision of suitable floor coverings, furniture and layout of the playgrounds.*

9.3 Improving the delivery to disabled pupils of information that is provided in writing for pupils who are disabled

We will strive to:

- produce all school/setting literature at the correct font size to help visually impaired students;
- investigate alternative ways of providing access to information, software and activities;
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

The school/setting plans to improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school/setting and school events. The information should be made available in various preferred formats within a reasonable time frame. The school/setting will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

The Headteacher/ SENCo prepares annual plans and updates the governors committee group termly.

This part of the duty covers planning to make information normally provided by the school/setting in writing to its pupils – such as handouts, timetables, textbooks, information about school events – available to disabled pupils. This will include alternative formats such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or ICT. This information should also be made available within a reasonable time frame and take account of the pupils' disabilities and pupils' and parents' preferred formats.

We have considered and actioned upon all areas of the physical environment such as:

- *Informing readers that school/setting published material is available in a selection of formats e.g. Braille, Makaton, audio tapes and identifying how they can access this provision if requested.*
- *Considering how to increase information accessibility for those who have English as an additional language or other communication impairments, at school/setting meetings etc.*
- *Identifying how they have considered the readability of information including that provided by the school/setting website, and how it is monitored to ensure accessibility to a wide range of diverse needs and abilities.*

- *Identifying how textbooks and other pupil information are selected and provided to meet a diversity of pupil needs.*
- *Ensuring the monitoring of effectiveness of adult support to enhance the opportunities for pupils/parents who have difficulties in accessing information.*

9.4 Financial Planning and Control

The Head teacher with Senior Management Team, together with the Finance Committee will review the financial implications of the School/Setting Accessibility Plan as part of the normal budget review process. The objective is that over time School/Setting Accessibility Plan actions will be integrated into the School/Setting Development Plan.

We will finance the plan by identifying costs and incorporating them into current and future budget commitments.

10. IMPLEMENTATION

10.1 Management, Coordination and Implementation

Our Leadership Team will undertake a disability audit using a cross section of staff, pupils and parents (refer to Section 7.3).

As a result of the audit, we shall:

- *produce action plans, with definite time scales for the implementation of the actions implicit in the plan;*
- *plans to provide workshops so staff can understand and buy into the Accessibility Plan and not see it as a bolt on;*
- *present the plan to the governing body for their approval;*
- *modify the plan based on the views of stakeholders;*
- *review the plan and the associated action plans to see if milestones are being met. This plan will be reviewed and adjusted as necessary every three years.*

10.2 Monitoring

We recognise that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning. This is reviewed through the finance, premises and personnel committee and the accessibility plan reviewed annually.

Evaluations may include:

- *success in meeting identified targets;*
- *changes in physical accessibility of school/setting buildings;*
- *questionnaires, responses from stakeholders e.g. parents, pupils and staff, indicate increased confidence in the school's/setting's ability to promote access to educational opportunities for pupils with disabilities;*
- *improved levels of confidence in staff in reducing the obstacles to success for pupils with additional needs;*
- *recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the school/setting;*
- *recorded evidence that fewer pupils are being excluded from school/setting opportunities as their needs are being more effectively addressed through the application of strategies and procedures;*
- *increased levels of achievement for pupils with disabilities;*
- *pupil responses; verbally, pictorially and written that indicate that they feel themselves to be included;*
- *Ofsted inspections that identify higher levels of educational inclusion.*

10.3 The role of the LA in increasing accessibility

The impact of LA in supporting the school to achieve successful implementation of their accessibility plan may also, where relevant be included. This may include identifying how the LA has:

- *provided training and awareness opportunities on issues regarding inclusion to staff, governors and parents and how this has been used in school to promote inclusion e.g. uptake of Dyslexia Friendly status, Inclusion Quality Mark, attendance on courses, use and adaptation of LA provided information, etc.;*
- *promoted collaboration through the provision of information aimed at sharing good practice;*
- *encouraged liaison between special and mainstream schools to share expertise and pupil placement;*
- *ensured that schools/settings are aware of support services that provide advice to schools/settings and staff;*
- *provided specialist help to identify ways forward in increasing the inclusion of all pupils;*
- *linked building adaptations to refurbishment and capital building works;*
- *informed schools/settings how information can be provided in a number of different formats.*

10.4 Accessing the School's Plan

This will be done through:

- *presentation in a section on the school/setting website open to all visitors to the site;*
- *mention in the head teacher's newsletter of the availability of the plan;*
- *open evening/parents' forum with this as a theme.*

We will ensure that the plan is available in different formats where requested.

The school/setting will achieve successful implementation of the accessibility plan with continued support in the areas of:

- *providing training and awareness opportunities to staff, Governors and parents/carers on issues regarding equality and inclusion;*
- *providing targeted training for particular groups of pupils/staff;*
- *promoting collaboration through the provision of information and the sharing of good practice;*
- *encouraging liaison between other local schools/settings including special schools;*
- *seeking support/advice from outside the school/setting, from services, other agencies and organisations;*
- *ensuring that the school/setting is aware of all support services that provide advice to schools/settings and staff.*

11. RELATED POLICIES

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Policies
- Single Equality Scheme/Objectives
- Staff Training and Development Plan
- Governor Training Plan
- Health & Safety Policy
- Special Educational Needs and Disabilities Policy, Local Offer Response & Information Report
- Off-Site Visits Procedures
- Whole School Behaviour Policy & procedures
- School Development Plan
- Asset Management Plan/ Buildings Plan and Conditions Survey
- Complaints Procedures

APPENDIX A(i)

ASKAM VILLAGE SCHOOL					
ACCESSIBILITY PLAN 2025-2028					
IMPROVING ACCESS TO THE CURRICULUM					
Target	**Strategy**	**Outcome**	**Timeframe**	**Achievement**	**Date Complete**
Revised training for all staff in teaching children with SEMH needs/ADHD/ASD.	Staff training from Barnardos and mental health and well-being (Public Health Officer)	All staff have clear understanding of the needs of children who have SEMH needs/ASD/AHDH and how to ensure the curriculum is fully accessible to them.	Spring/Summer 2026	Children with SEMH needs/ASD/ADHD are successfully included in all aspects of school life	July 2026
All out-of-school and extra-curricular activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school and extra-curricular provision to ensure compliance with legislation	All out-of-school and extra-curricular activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Summer 2026	Increase in access to all school activities for all disabled pupils	Summer 2026 and ongoing
Ensure that disabled members of the school community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement;	Subject leaders ensure when planning whole school events that a wide range of positive role models are included, also class teachers and Headteacher.	Disabled members of the school community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement;	Summer 2027 and ongoing	Wide range of role models have been shared with children with varying disabilities.	Ongoing review summer 2027
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. There are areas within classrooms where children can regulate if needed.	July 2027	Increase in access to the National Curriculum	July 2027

APPENDIX A(ii)

ASKAM VILLAGE SCHOOL

ACCESSIBILITY PLAN 2025-2028

IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

An Access Audit was carried out by Mrs. Fiona Newton (Headteacher/ SENCO) and also informed by an environmental audit carried out by Carla Robson, Habilitation Specialist -Children and Young People and a number of recommendations made which have informed the plan.

AMP or AA Report Ref. *(if relevant)*	Item	Activity	Timescale	Cost £	Responsibility	Date Complete
	Lighting point 1	When lighting replaced they should be replaced with low energy lights which can be switched on before the start of the school day and remain on throughout the school day to ensure optimum levels of brightness are achieved. This can be achieved as LA planning re-wire of the school	Ongoing			
	Lighting point 2	Replace roller blinds in the hall to manage glare more effectively.	Summer 2027			
	Lighting point 3	Refrain from polishing floors including the hall floor as this will minimise any glare.	Ongoing			Ongoing
	Steps, stairs and ramps point 1	Ensure stairs have good contrast to be able to distinguish them. Stairs should be highlighted by contrast stair nosing so they can be identified when ascending and descending them.	Summer 2027			
	A12 – Car Parking and Approach	Allocate parking space for people with reduced mobility.	Summer 2026			
	J12 -WC provision	When decorating ensure any paint finishes are matt, colour contrasted and non-reflective.	Ongoing			ongoing
	M3 – means of escape	When replacing external fire doors ensure reduce the small step down where possible.	Ongoing			ongoing
	Provide quiet area / sensory space for neurodivergent pupils and those with mental health issues such as anxiety disorders.	Refurbish a withdrawl room. Work with Family Support Worker and ELSA to ensure this space is used effectively.	2025-2026			

APPENDIX B(iii)

ASKAM VILLAGE SCHOOL					
ACCESSIBILITY PLAN 2025-2028					
IMPROVING ACCESS TO WRITTEN INFORMATION					
Target	**Strategy**	**Outcome**	**Timeframe**	**Achievement**	**Date Complete**
The school further improves electronic method of reporting to parents. (parents/carers praised the positive impact of electronic reporting on communication.	Sustain and increase range of electronic methods – text/email/online payments/website Increased methods of communication to suit varying needs of parent/carers	increase range of electronic methods – text/email/online payments/website Increased methods of communication to suit varying needs of parent/carers	Spring/Summer 2026	New app to work within new MIS system Bromcom – My Child's School to be further developed, in its early stages currently.	July 2026
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Summer 2026	Delivery of school information to parents and the local community improved	Make available school brochures, school newsletters and other information for parents in alternative formats