



Altarnun Primary School
Part of Athena Learning Trust

Altarnun Primary School

Accessibility Plan

Version: 1.0





Contents

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Monitoring and review
4. The Accessibility Audit
5. Planning duty 1: Curriculum
6. Planning duty 2: Physical environment
7. Planning duty 3: Information



Statement of intent

This plan outlines how Altarnun 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.



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 Principal 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. Monitoring and review

This plan will be reviewed on an annual basis by the SENDCo and Principal

Any changes to this plan will be communicated to all staff members and relevant stakeholders.



4. The Accessibility Audit

The trust will undertake an annual [Accessibility Audit](#). The audit will cover the following three areas:

- Access to the curriculum – the trust 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 trust 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 trust will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the trust 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.

Reviewed: 14th March 2025

Review date: 14th March 2026



Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	Staff members do not know whether the curriculum is fully accessible to all of the children currently on roll	Audit of the curriculum	Principal, teachers, SENCO	Spring 2025	Management and teaching staff are aware of the accessibility gaps in the curriculum	Summer 2025
	School trips may not always be fully accessible to all pupils	Needs of pupils with SEND are incorporated into the planning process. For example, longer residential trips where pre-visit preparation cannot take pace.	Teachers, SENCO	Spring 25	Planning of school trips takes into account pupils with SEND and reasonable adjustments are made to ensure all can participate. Or alternative trips are considered to ensure inclusivity	Autumn 2025



Medium term	Staff members do not have all of the skills to support specific pupils with SEND	Clear learning plans for all children with identified SEND needs INSET and ongoing CPD provided to staff members Training for teachers on scaffolding within the curriculum	Principal, external advisors, SENCO	Spring 2025	Staff members have the skills to support pupils with SEND	Reviewed half termly
Long term	Pupils with SEND cannot access lessons fully	Provide tablets or other adjustments for pupils with SEND - plan for resourcing need	Principal, ICT manager, SENCO	Autumn 2025	Pupils with SEND can access lessons	Autumn 2025



Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	Not all of the school site is fully accessible at all times	Access to the Forest school area.	Site team	Summer 2025	School is aware of accessibility barriers to its physical environment and will make a plan to address them (eg move Forest school activities).	Summer 2026
Medium term	Learning environment of pupils with visual and auditory impairments is not always optimal	Reduce overload from visual stimuli, planning for groups taught in hall for auditory	Principal - timetabling	Spring 2025 for grouping	Learning environment is optimised for pupils with visual or auditory impairments. Provide pupils with ear defenders.	Autumn 2025 (new timetable)



Long term	Children with some physical disabilities may not be able to access all PE or play equipment	Consider accessibility needs when replacing equipment or for specific pupils as required	Principal	Autumn 2025	School facilities are fully accessible	Summer 2026 for future intake
-----------	---	--	-----------	-------------	--	-------------------------------



Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	Management staff do not know whether school information is accessible	Accessibility audit of information and delivery procedures	SENCO, ICT manager	Spring 2025	School is aware of accessibility gaps to its information delivery procedures	Spring 2026
	School does not know how to make written information accessible	Schools seeks advice from external advisors	SENCO, EAL	Spring 2025	School is aware of local services for converting written information into alternative formats	Autumn 2025 based on needs of new cohort



Medium term	Written information is not accessible to pupils with visual impairments	Provide written information in alternative formats Consider reduction in visual load	SENCO, ICT manager, SBM,	Summer 2025	Written information is fully accessible to children with visual impairments	Autumn 2025 for in class materials.
Long term	School website is not accessible to children or parents with SEND	Audit of website	ICT manager	Spring 2025	Website is fully accessible	Summer 2025