

Accessibility Policy

St Aidan's CE Academy



Updated: January 2026
Review Date: January 2027

Accessibility Policy

Aims

We are an inclusive school. We aim to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the community favourably and, wherever possible, take reasonable steps to avoid placing anyone at a substantial disadvantage. We have audited our provision for disability access and made suitable plans in line with the 2010 Equality Act. The purpose of this plan is to show how St Aidan's CE Academy intends, over time, to increase the accessibility of our school for disabled pupils, parents and carers, staff and visitors to the school. This plan should be read in conjunction with our school's other policies and procedures. The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

Our accessibility plans are designed to:

1. Increase the extent to which disabled pupils can participate in the curriculum
2. Improve the physical environment to enable disabled pupils to take advantage of education and school facilities and services
3. Improve the availability of accessible information to disabled pupils

Linked Documents

This plan will inform review and revision of these related policies:

- School Improvement Plan
- SEND Policy
- Equality Policies
- Curriculum Policies
- Health and Safety Policy
- Curriculum Policies

Baseline Audit

Curriculum:

- Our school offers a differentiated curriculum for all pupils
- We use resources tailored to the needs of pupils who require support to access the curriculum
- Curriculum resources include examples of people with disabilities
- Targets are set effectively and are appropriate for pupils with additional needs
- The curriculum is reviewed to make sure it meets the needs of all pupils
- Information obtained on future pupils to facilitate advanced planning gathered by ensuring that a home visit is carried out to all future pupils as well as gathering information from previous placements – includes pupils entering the Foundation stage in Nursery or Reception.
- Well established procedures for the identification and support of pupils with Special Educational Needs.
- Detailed pupil information on SEND pupils given to relevant staff
- All SEND pupils have their own personalised learning plan (Pupil Passport) with pupils and parents involved in target setting
- Termly whole school pupil progress meetings with class teacher and with information shared and discussed with SENCo and Head teacher.
- Close working relationships with external agencies established (e.g. EP CAMHS etc.)
- SEN Friendly Classrooms with visual timetables
- Ability to request specialist resources to support specific needs e.g. adapted chairs, writing slopes, pencil grips, coloured paper and overlays, ICT curriculum access resources
- High quality curriculum to enable all pupils to feel secure and make progress.
- Learning Support Assistants and Teaching Assistants deployed to implement specific literacy, numeracy and speech & language programmes.
- Risk assessments are carried out for all school trips.
- Individual risk assessments are put in place for pupils with a high level of need.
- Toilet training.

Physical Environment:

- The playground is accessible for wheelchairs
- Disabled toilet
- Corridor lighting to support visual impairment
- The school will take account of the needs of pupils, staff and visitors with physical disabilities and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises in line with Learning Accord's Estates Strategy

Other facilities / provision, including access to information

- 'Can do' ethos and positive approach.
- Open door policy
- Health care plans
- Many staff are auto adrenaline injector trained

- Teaching staff experienced and trained to support children with ASC/D.
- All staff trained on personalised learning
- Staff training led by SENCo, includes training for trainee teachers and support staff
- Specialist Play Therapy subject to referral and availability.
- Letters available at request in large print.

Provision of information to pupils with a disability:

- This is currently provided by review meetings, parent's evenings and meetings with external agencies as required.
- The school has an open door policy and parents may contact the school at any time if they feel they need advice or additional information.
- Parents of children with Education Health and Care Plans/Special Educational Need due to attend St Aidan's are always invited to a transition meeting to discuss their child's particular needs prior to the pupil starting with us.

It is our aim to ensure that the transition of pupils with a disability to different schools including secondary schools is well-planned for.

Targets and outcomes

During the academic years 2026-29 we intend to:

Objective 1

Further ensure access for disabled pupils to the curriculum

- Ensure the new curriculums are fully accessible to all learners
- Improve differentiation in the classroom
- Providing information/access to resources for new staff re: inclusive practice in classroom organisation, teaching and learning strategies
- Continuing to support communication friendly classrooms
- Investment in TA training cycle to continue to raise the awareness of SEN/Disabilities
- Scrutinising progress and attainment data for pupils with SEND and addressing any barriers in a timely manner.
- Analysing extra-curricular provision to ensure participation for children with SEND.
- Ensuring that all staff are provided with training on disability issues.
- Expanding our knowledge of supporting children on the Autism Spectrum to reflect the numbers of children joining our school - this will also enable increased participation in the curriculum.
- Improve SEND Pupil Voice
- To improve explicit tracking of SEND achievement and feeding back to teachers

Objective 2

Improving access to the physical environment

- Highlighting accessibility to staff purchasing decisions and refurbishment
- Maintaining access to the physical environment of the school, adding specialist facilities/physical aids as necessary

Objective 3

Improving the delivery of written information to disabled pupils

- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, newsletters etc. this information will be made available in different preferred formats
- The SEND Governor and SENCO will update the audit of accessibility annually, and keep it under review through yearly monitoring and evaluation process.

Monitoring and Evaluation

Analysis of progression and attainment data – sent to governors annually.
Feedback from parents and health professionals regarding specific children.
SIP and self-evaluation scrutiny.

Review progress annually.

ACCESSIBILITY PLAN	INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIPATE IN THE SCHOOL CURRICULUM
Objective 1	

TARGET	STRATEGY	WHO	SUCCESS CRITERIA	TIMESCALE
To increase the awareness of staff of different types of SEN/disabilities and the best way to support children with these needs	Ensure regular TA training cycle continues to raise the awareness (half-termly)	SLT	All support staff will feel confident in their knowledge of SEN/ disabilities and will feel able to offer different types of strategies	Ongoing
	To include in SEN area on shared network a range of strategies to support pupils with a variety of needs e.g. dyslexia, ADHD, speech and language difficulties etc.	Asst. Head Inclusion and SLT	All staff are confident in their ability to support children with a variety of needs	Ongoing
	To further improve the ordinarily available provision in the classroom so that the needs of all students are fully met	SLT	Continue to develop whole school training to promote high quality teaching Focus on differentiation for lesson observations and learning walks Focus on the use of classroom additional adults	Ongoing
To improve explicit tracking of SEN achievement and feeding back to teachers	To analyse class provision maps half termly to ensure SEN children are getting the extra support they need	SLT	Class provision maps updated half-termly and scrutinised by SENCO and SLT	Ongoing
To review patterns of participation in after school clubs for children with SEND	Analysing extended school provision to ensure participation for children with SEND.	SLT	Report shows that children with SEN are well-represented in after-school provision	Ongoing

ACCESSIBILITY PLAN	IMPROVING THE PHYSICAL ENVIRONMENT
Objective 2	

TARGET	STRATEGY	WHO	SUCCESS CRITERIA	TIMESCALE
Maintaining access to the physical environment of the school, adding specialist facilities/physical aids as necessary	Walkways around the school are kept clear of hazards and the site will clearly signpost visitors, pupils and parents to where they need to be.	Premises staff and SLT	For all pupils and staff to be able to move around outside the building easily and safely	Ongoing
	Liaise with external professions e.g. SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations.	SENDCO	All pupils have equal access to a broad and balanced curriculum	Ongoing
	Headteacher, (SLT) and governors along with premises staff, to walk around the school site to see how it would look like to a visitor / new parent arriving on site.	SLT and governors and premises staff	Clear, well displayed signage is available and the school is accessible for all. The school looks well-cared for and smart	Ongoing
	Look at improving signage for different year groups collection points (including arrows to show direction or other visual pictorial aides.)	SLT and governors and premises staff	Clear, well displayed signage is available and the school is accessible for all. The school looks well-cared for and smart	Ongoing

ACCESSIBILITY PLAN	IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS
Objective 3	

TARGET	STRATEGY	WHO	SUCCESS CRITERIA	TIMESCALE
Improve the delivery of information to pupils with a disability	Ensure the efficient use of visual resources	Classteachers/ SENDCO	Pupils will be able to communicate their wants and needs.	Ongoing
	Ensure all staff have access to widgets/CIP if needed.	SENDCO	Staff can prepare high quality visuals	Ongoing
	To use a variety of real objects/photos/symbols to support children at their different levels of communicative need.	Classteachers/ SENDCO	Pupils will be supported in their language development.	Ongoing
	Social Stories to be used as necessary to aid children's transitions and as required at other times	Classteachers/ SENDCO	Pupils will be supported during times of change.	Ongoing
The SEND Governor and SENDCO will complete monitoring of SEN provision at least annually	SEND Governor and SENDCO (Asst Head Inclusion) to monitor and analyse provision in school	SENDCO/SEND Governor	Accessibility Plan is regularly reviewed and updated.	Yearly

