Accessibility Plan

This policy is prescribed by The Good Shepherd Trust and all reference to 'the Trust' includes all Trust schools, the central team and subsidiary organisations.

Date adopted:	06/08/2026	Last reviewed:	10/08/2026
Review cycle:	3 years	Is this policy statutory?	Yes
Approval:	CEdO	Author:	Head of Safeguarding
Local approval*:	Local Committee	Local author*:	Headteacher

Next Review Date of Template Policy: 01/09/2029

*Local approval will either be the local committee, the head teacher, or the CEO (refer to policy schedule)

Revision record

Minor revisions should be recorded here when the policy is amended in light of changes to legislation or to correct errors. Significant changes or at the point of review should be recorded below and approved at the level indicated above.

Revision No.	Date	Revised by	Approved date	Comments
1	06/08/2026	L Tedbury	22/9/26	First edition of template policy
2	23/09/2026	J Ratcliff		Adapted to Ashley CofE Primary School

1. Introduction

It is the intention of the trust that this policy reflects our vision of "Flourishing Together" and our values of kindness, integrity and resilience.

2. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is 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 Good Shepherd Trust aims to treat all its pupils and their families fairly and with respect. This includes supporting the needs of families of young carers, by making sure all schools are accessible and welcoming to parents/carers with disabilities and/or illness and removing any barriers to communication.

For The Good Shepherd Trust, equality, diversity and inclusion are fundamental to our vision of *"flourishing together"*. We believe that every child, member of staff and wider community member is of equal value and should be treated with dignity, respect and compassion. Guided by our core values of kindness, integrity and resilience, we are committed to creating welcoming and inclusive environments where difference is celebrated, barriers to participation are removed, and everyone is empowered to achieve their full potential. We recognise and value the unique strengths, backgrounds, experiences and needs of each

individual, reflecting our principle of “one body, many parts”, where diversity is embraced and everyone belongs. Through our commitment to equity, social justice and service to others, we strive to ensure that all members of our school communities have fair access to opportunities, support and success.

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.

The school supports any available partnerships to develop and implement the plan.

In developing and reviewing this Accessibility Plan, the school will have regard to Surrey County Council's Accessibility Strategy, the Surrey Inclusion and Additional Needs Partnership Strategy, and the Surrey Local Offer. We are committed to removing barriers to learning and participation, promoting inclusive practice, working in partnership with pupils and families, and ensuring equitable access to our curriculum, environment and information for all members of our community.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including: pupils, parents/carers, staff and governors of the school

3. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their ability to undertake normal day-to-day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

4. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Target	*Strategies (short, medium and long term)*	*Outcomes*	*Time frames*	*Goals*
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils	All children have access to the school curriculum with adapted class planning in place.	Adaptive teaching is included in teachers' planning, monitored by the Senior Leadership Team. Risk assessments in place for trips	Improved access to the curriculum for pupils with a disability		Children with SEND have specialist equipment to support their needs.
	We use resources tailored to the needs of pupils who require support to access the curriculum	Where needed, children have access to a range of specialist equipment which enables them to access the curriculum.	Specialist advice requested from Surrey Services eg occupational therapy, physiotherapy and physical and sensory support.			
	Curriculum resources include examples of people with disabilities	Children develop a positive image of people with disabilities and have access to inspirational resources.	Audit of school and library. Books and resources to support children with SEND to include audio, dyslexia-friendly and large print books where necessary. Visitors with SEND invited to school as positive role models.			
	Curriculum progress is tracked for all pupils, including those with a disability	All children make progress in line with expectations.	Intervention and resources are put in place where needed against the agreed provision catalogue. Small steps of progress are recorded effectively.	Pupils' progress is measured in a personalised way		Impact of provisions and teaching positively affects pupil outcomes

Aim	Current good practice	Target	*Strategies (short, medium and long term)*	*Outcomes*	*Time frames*	*Goals*
	Targets are set effectively and are appropriate for pupils with additional needs	Pupils with additional needs have appropriate targets and support and achieve well.	Staff prepare SEND Support Plans in collaboration with parents and where appropriate with professionals.	SSPs have SMART targets that pupils are aware of and work towards		SSPs are effective and appropriate are agreed with parents and enable children with SEND to access the curriculum effectively.
	The curriculum is reviewed to make sure it meets the needs of all pupils	The curriculum meets the needs of all children including those with SEND.	Plans and topics are evaluated by the class teachers and pupils to check they meet the needs of all children and rewritten where necessary	Pupils are engaged and can make links	Termly for specific subjects	The curriculum meets the needs of all children including those with SEND
	All children are entitled to participate in PE lessons at school. PE lessons are inclusive and where appropriate SEND pupils are included in the same lessons as their peers even if some form of adaptation is required for them to gain access to the activities.	PE lessons are inclusive, and the variety of activities reflects the abilities of all pupils. PE offers value to children who find it difficult to communicate and work together as a team or small group	PE lessons to be inclusive and where appropriate SEND pupils must be included in the same lessons as their peers and adaptations made if necessary for them to gain access to the activities. Specialist PE Coach to teach some lessons of PE.	PE lessons are differentiated so that all children with physical disabilities can participate.		Pupils with SEND enjoy PE and have equitable access to sporting opportunities across the school.

Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils and parents/carers as required. This includes: • Ramps installed by the front door and outbuildings • Lift installed for access to Y6 classrooms. Most of the school is on the ground level. • Y6 level is fitted with an evacuation chair and 6 members of staff are trained to use it for emergencies. • Fire drills are carried out regularly. • Personal Emergency Evacuation Plans in place for physically vulnerable children. • Awareness of trips and hazards - walls and flooring in contrasting colours • Mirrors installed for corners	Children and people with disabilities are able to access all areas of the school safely. Equipment for children with disabilities is safe to use and works properly. Wheelchair users are able to access rooms and corridors People and children with disabilities are able to park their vehicles close to school. All children, parents and visitors have access to toilet facilities on the school site Pupils can access learning resources	Identify possible trips and hazards at the start of the school year, during building planning or when a child with disability starts at Ashley. To check corridors, doorways and exits are kept clear and accessible. Teachers to be aware of children who may need adaptations or easily accessible pegs, trays. Ensure that parents, staff and contractors are aware these are only to be used for people with disabilities. Termly review of facilities. Advice sought from professionals eg OT as to resources needed. Adult support and training for pupils where necessary. Resources purchased eg pullups, wipes, gloves Resources reviewed during library set up. Termly review of classroom accessibility. Adult training and support in place for certain pupils with SEND.	Improved access for disabled pupils and parents		Improved access to the school site Designated toilets are accessible for wheel chair users. Adult support and resources in place for pupils for changing pull ups etc. Shelves and resources are at an accessible height for pupils. Adult support in place where needed.

Aim	Current good practice	Target	*Strategies (short, medium and long term)*	*Outcomes*	*Time frames*	*Goals*
	• Non-slip tread on Harmony steps • Children are supported to maintain and check hearing and vision aids. • Two disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Corridor and door width suitable for access in all buildings, pegs and trays available for children at the end of the row.					

Aim	Current good practice	Target	*Strategies (short, medium and long term)*	*Outcomes*	*Time frames*	*Goals*
Improve the delivery of information	*Our school uses a range of communication methods with pupils and parents/carers to make sure information is accessible. This includes:* • *Internal signage* • *Seating arrangements* • *Large print resources* • *Braille* • *Induction loops* • *Pictorial or symbolic representations (Widgit)* • *Digital, audio or video formats*	Pupils and people with SEND can access the signs. Pupils with SEND have supported access to learning and resources.	*[Links to an AV version of the newsletter on the website]* Specialist advice is in place where required. Specialist advice requested for certain children. Reviewed termly and at key times e.g. SATs and external examinations Fire and lockdown drills Children reminded of visuals and escape routes. Personal Emergency Evacuation Plans (PEEPs) made for certain children including support staff where necessary.	*Improved access to important information to disabled pupils and parents*		*Improved sharing of information* Pupils with SEND and visual difficulties are seated close to the teacher and have modified resources. Special access arrangements for tests eg a quiet space, a scribe or reader, extra time, movement breaks.

Aim	Current good practice	Target	*Strategies (short, medium and long term)*	*Outcomes*	*Time frames*	*Goals*
Offer additional support to meet the needs of young carers and their families	• *Home visits in Reception* • *Online meetings* • *Home School Link Worker and Pastoral AHT* • *Wake Up Club for soft-start* • *Workshops* • *Team Around the Family meetings* • *SLT Coffee Mornings*	All parts of the school community feel represented	*Parent workshops and guidance shared.*	*School and families have a good relationship*		All parts of the school community feel represented

Appendix 1: **Accessibility Audit Checklists**

Physical Access Audit and Plan

#	Issue	Yes	No	N/A	Action / Notes
1	Is furniture and equipment selected, adjusted and located appropriately?	X	☐	☐	
2	Are pathways and routes logical and well signed?	X	☐	☐	
3	Do you have emergency and evacuation procedures to alert all students?	X	☐	☐	
4	Is appropriate furniture and equipment provided to meet the needs of individual students?	X	☐	☐	
5	Do furniture layouts allow easy movement for students with disabilities?	☐	☐	X	Currently no specific physical disabilities

6	Are quiet rooms/calming rooms available to children who need this facility?	X	☐	☐	
7	Are car parking spaces reserved for disabled people near the main entrance?	X	☐	☐	
8	Are there any barriers to easy movement around the site and to the main entrance?	X	☐	☐	Only security measures such as coded locks
9	Are steps needed for access to the main entrance?	☐	X	☐	
10	Do all steps have contrasting edging?	X	☐	☐	
11	If there are steps, is a ramp provided to access the main entrance?	X	☐	☐	
12	Is there a continuous handrail on each ramp and stair flight and landing?	X	☐	☐	
13	Is it possible for a wheelchair user to get through the main door unaided?	X	☐	☐	
14	If no, is an alternative wheelchair accessible entrance provided?	X	☐	☐	
15	Is there a lobby at the main entrance and, if so, is it possible for a wheelchair user to negotiate the doors?	☐	X	☐	Heavier doors due to security purposes. Adult staff on hand to support
16	Do all internal doors allow a wheelchair user to get through unaided?	X	☐	☐	Some are closed due to being fire doors
17	Do all the corridors have a clear, unobstructed width of 1.2m?	☐	N	☐	Some tables/chairs. More reminders needed to staff for keeping spaces clear
18	Does each corridor/block/building have a wheelchair accessible toilet?	X	☐	☐	
19	Does the relevant block have accessible changing rooms?	☐	X	☐	We don't have a specific changing room big enough for a wheelchair
20	If a floor is on more than one level, do the internal steps/stairs have contrast colour edgings?	X	☐	☐	
21	Does the building have a lift that can be used by wheelchair users to allow access to different levels?	X	☐	☐	Not to the very top floor
22	Is there a continuous handrail on each internal stair flight?	X	☐	☐	
23	Do you have any other mechanical means provided to move between floors? If yes, please state what type.	☐	X	☐	

24	Is it possible for a wheelchair user to use all the fire exits from the areas to which they have access?	X	☐	☐	
25	Are non-visual guides used to assist people to use the buildings?	☐	N	☐	Would refer to Physical and Sensory support for specific support
26	Could any of the décor be confusing or disorientating for students with disabilities?	☐	N	☐	Corridors and classroom displays kept to a minimum
27	Do emergency alarm systems cater for those with hearing impairment?	☐	N	☐	PEEP would be put in place if necessary
28	Is a hearing induction loop available in the school?	☐	N	☐	Would refer to Physical and Sensory support for specific support.

Learning Access Audit

#	Issue	Yes	No	N/A	Action / Notes
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	☐	N	☐	SEND issues raised in INSET and CPD
2	Do you have arrangements for teachers and teaching assistants to have the necessary training?	X	☐	☐	
3	Do all staff seek to remove all barriers to learning and participation?	X	☐	☐	
4	Is teaching appropriately differentiated to meet individual needs?	X	☐	☐	
5	Are all children and young people encouraged to take part in music, drama and physical activities?	X	☐	☐	
6	Do staff provide alternative ways of giving access to experience or understanding?	X	☐	☐	
7	Do all staff recognise and allow for the additional planning and effort necessary?	X	☐	☐	
8	Are all staff encouraged to recognise and allow for the additional time required by some students?	X	☐	☐	
9	Do you provide access to appropriate technology for those with disabilities?	X	☐	☐	

Information Access Audit and Plan

#	Issue	Yes	No	N/A	Action / Notes
1	Do you have arrangements to provide information in simple language, symbols, large print, audio or Braille?	X	☐	☐	
2	Do you have facilities such as ICT to produce written information in different formats?	X	☐	☐	
3	Do you ensure that information is available to staff, students and parents in a user-friendly way?	X	☐	☐	