



Aldermoor Farm Primary School

Accessibility Plan

September 2026

Accessibility Plan

2025-2027

Aims

Aldermoor Farm Primary School is an inclusive school and our values reflect our commitment to having high expectations of all children. We aim to treat all pupils fairly and with respect, and this involves providing access and opportunities for all pupils without discrimination of any kind. Everyone in our school is important and included. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

1. 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 he or she has a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on his or her ability to undertake normal day to day activities.

2. Definition of special educational needs

In this policy, ‘special educational needs’ refers to a learning difficulty that requires special educational provision. The Special Educational Needs and Disability (SEND) Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they have particular needs:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Under the 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.

Our Special Educational Needs Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the Equality Policy and Objectives explains how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This Accessibility Plan provides an outline of how the school will manage this part of the SEND provision.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Schools are required under the Equality Act 2010 to have an accessibility plan. The Aldermoor Farm Accessibility plan has three aims:

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

3. Action plan

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

Aim	Strategy <i>Include established practice and practice under development</i>	Actions to be taken	Person responsible	Date to complete actions by
Increase access to the curriculum for pupils with a disability	Our school offers a curriculum that is adapted for all pupils including personalised learning where appropriate.	Pupils will be assessed on admission to school through admission form and follow up meetings with parents/carers and pupil	Pastoral team / SENCo	Ongoing
	Training is provided for school staff on children with additional needs accessing the curriculum.	Once allocated a class, school staff to be provided with any relevant training to support pupils fully	SLT / SENCo	Termly
	Individual Education Health Care Plans reviewed regularly.	Regular meetings held with parents/carers and outside agencies to accommodate needs and update any required amendments	SENCo / Class teacher	In line with current needs

Appropriate assessments, in line with a child's development, are used to assist in planning learning opportunities and assess progress in different subjects.	Assessments are completed termly and QLA is used to identify additional support needed	Class teacher	Half-termly/Termly
Targets are set effectively and are appropriate for pupils with additional needs.	Individual Education Plans are completed for learning by class teacher and reviewed termly with parents/carers and child	Class teachers	Termly
The curriculum is reviewed to ensure it meets the needs of all pupils.	Review days are completed for each year group that include learning walks, staff and pupil voice	SLT/Class teachers supported by SENCo	Termly
All school visits are accessible for all pupils	Relevant school staff conduct a pre-visit to check accessibility. Adaptations may be required.	EVC Leader / Year Lead / Class teacher	Termly and in line with current needs
Ensure that all PE activities are accessible for all pupils	Relevant school staff to seek outside expert advice when required e.g. for specialist equipment	SLT / SENCo / Sports Specialist staff / Year Leads / Class teachers	Termly and in line with current needs

	Staff are trained to meet the individual medical needs of the pupils Extra-curricular clubs are made available for all pupils to access	Each child has a care plan that is kept up-to-date. Relevant training such as Diabetes and Epilepsy completed by all staff working with children. More specific e.g. administering insulin for applicable staff. Appropriate training and staffing is put in place to ensure all pupils can access clubs.	Pastoral Manager / All school staff working with children SENCo and SLT	In line with current needs and statutory requirements Termly and in line with current needs
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes disabled toilets and changing facilities. School is aware of the access needs of all stakeholders. Ensure pupil / staff / visitor safety in the event of an emergency. School is on one level and no stairs are required to use.	Regular monitoring and maintenance of school site. Changes/alterations made when necessary Ensure staff are aware of the need to keep fire exits and their outdoor route clear. All relevant children and adults have a Personal Emergency Evacuation Plan.	Operational manager / Site Services Officers Operations Manager / SLT / SENCo	Daily Ongoing

		Use of fire drills to ensure that PEEPs are being followed and that children and adults with a disability have a safe access route.		
Improve the delivery of information to pupils with a disability	School uses a range of communication methods to ensure information is accessible: - Access to iPads / Chromebooks - Large Print resources - Pictorial or symbolic representations - Internal information sharing for necessary adjustments including individual risk assessments as needed	Appropriate communication tools are used where needed by all staff working with children	All school staff	Ongoing

4. Monitoring arrangements

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

It will be reviewed by Governors.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Child Protection and Safeguarding Policy
- Health and safety policy

- Equality information and objectives (public sector equality duty) statement for publication
- Special Educational Needs Policy
- Special Educational Needs (SEN) Information Report
- Supporting pupils with medical conditions policy
- Admissions Policy