Aston Clinton School

Accessibility Plan

Name of School	**Aston Clinton School**
Policy Review Date	**Spring 2025**
Date of next review	**Spring 2028**
Who reviewed this policy?	**Assistant Headteacher/ Inclusion Lead**

1. Policy Statement

Aston Clinton School is committed to promoting equality of opportunity for all members of its community. In line with the Equality Act 2010, we ensure that all staff receive appropriate training on equality, diversity, and inclusion, including a clear understanding of disability awareness and the removal of barriers to participation and achievement.

The school actively seeks and supports partnerships with external agencies, local authorities, and community organisations to develop, review, and implement its Accessibility Plan. Through collaboration, we aim to strengthen inclusive practice, share expertise, and ensure that our provision reflects current best practice in equality and accessibility.

2. Legal Duty

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

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.

2. Aims

Aston Clinton School is an inclusive community where our values — **Aspire, Care and Succeed** — underpin everything we do. We are committed to maintaining high expectations for all, ensuring that every pupil is treated fairly, with respect, and provided with the access and opportunities they need to achieve their full potential.

Everyone in our school matters and is included. We provide high-quality learning experiences that enable every child to aspire to excellence, care for others and themselves, and succeed both academically and personally. We foster an ethos of care, trust, and belonging, where every member of our school community feels valued and supported. Discrimination of any kind has no place in our school, and we actively promote equality of opportunity so that every pupil can thrive.

3. Access Arrangements

This Accessibility Plan is available to all stakeholders and can be accessed via the school website. Paper copies are available upon request from the school office.

Any concerns relating to accessibility within the school should be raised through the school's **Complaints Procedure**, which outlines the process for addressing and resolving issues fairly and promptly.

The development of this Accessibility Plan has been informed by consultation with a range of stakeholders, including:

- Pupils, through school council and pupil voice activities
- Parents and carers
- The Headteacher and relevant staff members
- Governors
- External professionals and partner agencies

4. Monitoring arrangements

Progress against the Accessibility Plan will be monitored termly by the Inclusion Lead and reported to the governing board through the SEND link governor. Impact will be evaluated through pupil progress data, staff and parent feedback, and accessibility audit outcomes. This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

Action plan

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

Introduction:
In line with our school vision – Aspire, Care and Succeed – Aston Clinton School is committed to ensuring that every pupil has full access to the curriculum, the physical environment, and information. This plan outlines our actions to remove barriers, promote equality, and support an inclusive school environment.

Section 1: Increasing Access to the Curriculum

Objective	Actions to be Taken	Responsibility	Timescale	Success Criteria / Evidence of Impact
Ensure all pupils have access to a broad, balanced and inclusive curriculum.	• Review and update curriculum documentation. • Embed adaptive teaching strategies across all subjects. • Provide CPD linked to inclusive practice and Strong Foundations.	Curriculum Lead / SENCO	Autumn 2025	• Curriculum documentation shows clear progression. • Lesson observations show inclusive practice. • Pupil progress data shows narrowing of gaps.
Improve staff understanding of equality and disability awareness.	• Deliver annual training on Equality Act 2010 and SEND Code of Practice. • Share best practice through coaching and staff meetings. • Ensure that all children have access to wider opportunities and that coach companies and venues have been made aware of any children with disabilities prior to oragnising a trip • Deliver staff training on adaptive teaching and inclusive classroom strategies	Headteacher / SENCO	Annually	• All staff trained and confident in applying inclusive practices.

Objective	Actions to be Taken	Responsibility	Timescale	Success Criteria / Evidence of Impact
Strengthen reading, writing, language and mathematical fluency.	• Prioritise vocabulary and fluency across all subjects. • Implement targeted interventions. • Monitor impact through pupil progress reviews.	English & Maths Leads	Ongoing	• Improved outcomes in core subjects. • Pupils show increased confidence applying skills across the curriculum.
Raise attainment and conceptual understanding in Science.	• Review sequencing and scientific vocabulary. • Increase practical investigative learning. • Provide CPD on scientific enquiry.	Science Lead / SLT	Spring 2026	• KS2 Science results show improvement. • Pupil voice reflects increased understanding and enjoyment.

Section 2: Improving Access to the Physical Environment

Objective	Actions to be Taken	Responsibility	Timescale	Success Criteria / Evidence of Impact
Ensure environment is accessible to all pupils, staff and visitors.	• Conduct annual accessibility audit of school site. • Prioritise improvements in site maintenance plans. • Maintain accessible signage and parking.	Site Manager / SENCO	Annually (Summer Term)	• Audit completed each year. • Stakeholders report ease of access.
Ensure safe access and evacuation for all.	• Update and review Personal Emergency Evacuation Plans (PEEPs) annually. • Provide staff training on emergency procedures.	Headteacher / Site Manager	Annual Review	• PEEPs up to date. • Inclusive evacuation drills completed.
Improve accessibility of key areas e.g., classrooms, library, toilets.	• Ensure classroom layouts support mobility. • Maintain accessible toilets. • Review lighting and acoustics.	Site Manager / SLT	Ongoing	• Audit confirms accessibility compliance. • No reported access issues.

Section 3: Improving Access to Information

Objective	Actions to be Taken	Responsibility	Timescale	Success Criteria / Evidence of Impact
Ensure written information is accessible to all.	• Provide materials in alternative formats (large print, simplified language). • Ensure plain English in key communications.	Office Manager / SENCO	Ongoing	• Parents and pupils report that information is accessible.
Ensure website and digital platforms meet accessibility standards.	• Review compliance with WCAG 2.2 standards. • Update design for readability and navigation.	ICT Lead / SLT	Spring 2026	• Website fully compliant. • User feedback shows information is easy to access.
Improve communication with EAL families.	• Provide translations of key documents. • Use interpreters where necessary. • Provide visuals and pictorial guides.	Office Manager / SENCO	Ongoing	• Increased engagement from EAL parents. • Clearer communication evidenced.

Section 4: Monitoring, Evaluation and Review

Objective	Actions to be Taken	Responsibility	Timescale	Success Criteria / Evidence of Impact
Monitor progress of the Accessibility Plan.	• Review termly at SLT and governor meetings. • Include annual parent/pupil feedback process. • Evaluate using audits, feedback and data. • Publish annual summary.	Headteacher / Governors	Termly / Annual Review	• Governors receive regular reports. • Continuous improvement evidenced.
Strengthen collaboration with external partners.	• Work with LA, health and SEND services. • Participate in local inclusion networks and training.	Headteacher / SENCO	Ongoing	• Sustained external partnerships. • Improved access and outcomes for SEND pupils.