

King Athelstan Primary School

Accessibility Plan



King Athelstan Primary School - Inspiring Excellence

We believe in the relentless pursuit of excellence to achieve high standards.

We are driven to inspire our school community to be aspirational, ambitious and to "dream big."

We empower children with choices which prepare them for a life of opportunity.

We teach children that hard work delivers success; we encourage children to take risks and ask brilliant questions in order to inspire a love and passion for learning.

We teach children to think.

We put children's happiness and welfare at the heart of everything we do.

We value friendship, kindness and respect.

We celebrate the excellence in each individual.

We expect families to work with us to form a strong team around every child.

We teach children to be good citizens.

We are proud of our school: Come as you are and leave us great.

Responsibility: Assistant Head (Inclusion)		Governors committee: Staff & Pupil	
Status: Statutory		Review Cycle: 3 years	
Date reviewed: 01/12/25	Date agreed: 20/01/2026	Next review: 01/12/28	

Aims

Under the Equality Act 2010, schools must develop and maintain an Accessibility Plan. The purpose of this 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 the education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat every pupil, staff member, parent and visitor fairly and with respect. We are committed to being an inclusive school where all members of the community have equal access to our buildings, facilities, information and curriculum. We recognise that each person is an individual. Even where pupils share a similar disability, their needs may differ significantly. We therefore consider needs on a case-by-case basis and do not operate blanket procedures (for example, a generic approach for all visually impaired pupils).

For pupils with disabilities who meet the definition of Special Educational Needs (see below), support arrangements are set out in a SEND Support Plan, alongside an overview of their specific strengths and needs. These plans are reviewed termly by the class teacher, the Inclusion Team and the child's parents/carers, with advice from external professionals where relevant.

Our school aims to:

- Actively identify and remove barriers to learning and participation that disadvantage individual pupils or groups of pupils
- Ensure that all pupils have equal opportunity to benefit from a broad, balanced and relevant curriculum
- Ensure that pupils with disabilities are not, in principle, treated less favourably because of their disability
- Make reasonable adjustments to ensure that pupils, staff and visitors with disabilities are not disadvantaged
- Anticipate, as far as reasonably practicable, the needs of pupils, staff or parents before they join the school

King Athelstan Primary School is a two-form-entry primary school and nursery, with two-year-old provision. A Children's Centre is situated on site. We aim to provide access to our site, facilities and curriculum for all who wish to use them, and we are committed to improving accessibility within the limitations of the physical structure and resources available. Improvements will be made wherever feasible, and the Governors and Headteacher will make reasonable provision for the needs of individuals. We will seek advice from a range of specialist agencies to support accessibility and to provide resources that enable access to the building and curriculum.

The school works in partnership with the Local Authority to develop and implement this plan. We are committed to ensuring that staff receive appropriate training on equality issues, including understanding disability, in line with the Equality Act 2010.

Our school's complaints procedure covers the Accessibility Plan, and families or stakeholders with concerns about accessibility may raise them using these procedures. The Accessibility Plan will be published on the school website, and paper copies are available on request.

Legislation, Guidance and Duties

This Accessibility Plan meets the requirements of Schedule 10 of the Equality Act 2010 and follows the Department for Education (DfE) guidance for schools on the Equality Act 2010.

Definition of Disability

Under the Equality Act 2010, an individual is considered to have a disability if they have a physical or mental impairment that has a:

- Substantial adverse effect (i.e., more than minor or trivial)
- Long-term adverse effect (i.e., lasting, or likely to last, 12 months or more)

on their ability to undertake normal day-to-day activities. This definition includes:

- Sensory impairments (e.g., visual or hearing impairments)
- Long-term health conditions such as asthma, diabetes, epilepsy and cancer

The Special Educational Needs and Disability Code of Practice (2015) clarifies that:

"Many children and young people who have SEN may have a disability under the Equality Act 2010... Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition." Special educational provision is defined as:

"For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers."

Statutory Duty to Make Reasonable Adjustments

Under the Equality Act 2010, King Athelstan Primary School has a legal duty to make reasonable adjustments to ensure that pupils, staff, parents and visitors with disabilities are not placed at a substantial disadvantage compared with those who are not disabled. This duty includes three key requirements:

1. *Provision, Criteria and Practices*

To take reasonable steps to ensure that persons with disabilities are not placed at a substantial disadvantage by the school's policies, practices or procedures. Examples include providing information in accessible formats or adapting teaching approaches.

2. *Physical Features*

To take reasonable steps to ensure that persons with disabilities are not disadvantaged by physical features of the environment, such as building design, entrances, routes, fixtures or equipment. This may involve removing, altering or providing a means of avoiding a physical feature.

3. *Auxiliary Aids and Services*

To take reasonable steps to provide auxiliary aids or services where necessary to prevent substantial disadvantage. Examples include specialist seating, assistive technology or portable induction loops.

These duties apply to all members of the school community.

Aim	Current provision	Actions	Responsibility
Increase the extent to which pupils with disabilities can participate in the curriculum	- Curriculum adaptation is part of usual classroom practice - SEND Support Plans, where relevant - Regular training on a range of SEND needs for staff - A range of additional resources (e.g. visuals, sensory tools, manipulatives) are available to all in every classroom - School subscribe to Widgit Online to enable the creation of consistent, high quality visuals - Further resources are available through the Inclusion Team (e.g. ear defenders, chair bands, cushions, non-slip mats) - Individual adaptations to tasks, curriculum or resources are made for pupils as needed, including the use of assistive technology	Ongoing regular staff training in SEND strategies that align with the needs of the cohort Training for individual staff/teams from external agencies to support them to meet the needs of a specific child where relevant	Assistant Headteacher (Inclusion)
		Continue to develop the use of assistive technology to support pupils with additional needs and teachers planning for them, including the use of AI	Assistant Headteacher (Inclusion) Computing Lead School Business Manager
		Continue to monitor and review the accessibility of PE and wider curriculum/extra-curricular opportunities	Assistant Headteacher (Inclusion) PE, Extra-curricular & Trips Lead

	- Resources include diverse representation, including those with disabilities - Assemblies regularly feature 'inclusion' topics such as neurodiversity and disability - Targets are set on an individual basis, personalised to the child - The curriculum is regularly reviewed by subject leads and class teachers to ensure it meets the needs of all pupils - Off-site activities are accessible to all and individual accommodations are agreed between staff and parents/carers as part of a risk assessment prior to the trip - Lower stimulus workspaces are provided for individuals needing this support. Often a 'concentration station' within or just outside the pupil's main classroom. - All children are able to participate in wider curriculum and extra-curricular experiences, with an individual risk assessment if required.	Continue to monitor and evaluate the use of the new whole school assessment system with regards to children working well-below age-related expectations and consider alternatives if necessary.	Assistant Headteacher (Inclusion) Assessment Lead
		Continue work on further developing inclusive learning environments including, reducing clutter and increasing use of neutral colours and natural materials.	Assistant Headteacher (Inclusion)
Improve the physical environment of the school to enable pupils with disabilities to take better advantage of the education, benefits, facilities and	The environment is adapted to the needs of the community, as required. This includes: - Level access to the ground floor and flat pathways, accessible by wheelchair. Main accessibility pathways are gritted in icy/snowy conditions. - Ramps are a permanent feature at almost all ground floor external doors (where not level).	The Hogsmill entrance to the building from the KS2 playground could be further developed should the needs of the community necessitate this.	Headteacher
		The EYFS classrooms have a single step up from the main classroom space to the messy/wet area. This could be adapted into a ramp if required, although this would impact on the available classroom space.	Headteacher

services provided	One of the 3 EYFS classrooms is only accessible via two steps up from the outside area, however the adjoining classroom is accessible via a permanent ramp. Adaptation of the other entrance would require significant changes to the learning space and the moving of the external door. If a pupil requiring level access were to join Reception, they would be allocated to the accessible classroom.	Should a pupil join the school with accessibility needs, the relevant classroom/areas would be assessed and evaluated (in conjunction with the family and specialist professionals where relevant) to make reasonable adjustments and adaptations as required. An individual care plan, SEND support plan and/or risk assessment will outline any operational adjustments, e.g. fire evacuation procedure	Headteacher Assistant Head (Inclusion) School Business Manager
	- Entry to the building from the KS2 playground (via the Hogsmill doors, and external KS2 toilet doors) have a low step. Access to the building from the KS2 playground can be gained via the hall doors which has a permanent ramp in place. The toilets have level access inside. - A key-operated lift is available to reach the upper floor - Individual accommodation to use the staff carpark can be made	In the event a pupil has an injury, illness, operation or other temporary physical limitation requiring changes to the way they access the school facilities, a personal plan is written, in collaboration with the family and medical professionals where relevant, and implemented to support their needs on a temporary basis, including fire evacuation procedures.	Headteacher Welfare and Attendance Officer
	The main school entrance has a fully glazed door which is visible from the reception desk in case of the need for assistance. The door buzzer	An additional disabled toilet is planned for a future build off the small hall to facilitate accessible independent hire of this section of the building.	Headteacher School Business Manager

	is placed at an accessible height, as is the reception counter. • Wide doors lead to the main school and for access to all school areas on the lower level. All pupil entrances have 900mm access doors or double doors. All internal doors to classrooms are of standard wheelchair access width and all doors to corridors and hall are either 1.5 or double doors. • All door handles are of a height accessible for wheelchair users, with the exception of the corridor doors to the nursery to prevent the very young children from leaving their learning area. • Disabled toilet available on each floor, in the inclusion building (Wiltshire) and in the King Athelstan Centre (used for wraparound care). • Some children, who do not require use of the disabled toilets for physical reasons have a reasonable adjustment in place to access these as they better meet their sensory needs. • Meeting room situated on the ground floor, with option to use Headteacher office if this is not accessible, to accommodate visitors with mobility difficulties. • The majority of sinks are accessible from wheelchair height • There is no permanent stage or step within the hall. • Playground are of hard surface and/or astroturf with large level areas. There	Consideration to be made around further developing accessible changing space for older children requiring intimate care/continence support as this is a known increasing need locally and nationally. The main current facilities are within the nursery and are used by children across Early Years. There is a larger accessible shower in the King Athelstan Centre, if required.	Headteacher School Business Manager
		As part of the wider curriculum review, continue to ensure diversity of representation within the teaching, tasks and resources.	Assistant Head (Inclusion) Equality and Diversity Lead Curriculum Lead

	is level access to the Multi-Use Games Area (MUGA). A wide range of equipment and activities are available at different levels to ensure there are accessible options. • Lighting recently upgraded across the school. • There is a designated 'safe space' (The Den) within our Inclusion Building (Wiltshire) which includes wall padding and soft furnishings. The lighting is dimmable and there are a range of sensory resources, including weighted blankets and projectors, that can be added for use as a sensory space. There is a further, more basic, safe space (The Retreat) within our Internal Alternative Provision (McQueen) which offers a quiet respite space. • The school have moved towards a more muted and neutral colour pallet in terms of displays, with most boards backed in hessian and some in light blue or purple. Borders are generally black or white. Natural materials are used wherever possible, particularly in EYFS, to reduce sensory overwhelm.		
Improve the availability of accessible information to pupils with disabilities	Our school uses a range of communication methods to ensure information is accessible, including: • Internal signage • Widgit symbols used as consistent visuals to support children across the school in curriculum resources,	Ensure the school website meets accessibility guidelines (clear layout, alt. text, high contrast)	SLT
		Review signage around school to ensure it is clear, visual and appropriately places to be seen from all heights.	SLT Site manager

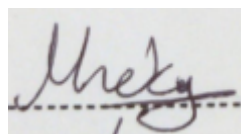
	assemblies, posters and signage, etc. • Accommodations recommended by professionals (e.g. ESSi - Educational Service for Sensory Impairment) such as seating position or specialist equipment. • Use of Google Translate to support families with English as an additional language. • Highlighting key information within letters in purple and/or summarising key content in bullet points at the top • Posters and key resources (e.g. behaviour policy visuals) use Widgit symbols	Further staff training on producing accessible and inclusive worksheets and teaching slides.	Assistant Headteacher (Inclusion)
--	--	--	-----------------------------------

Monitoring, evaluation and review

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary to assess its implementation and effectiveness or to address the specific needs of an individual joining the school community. Individual SEND Support Plans will be reviewed termly to ensure provision remains appropriate.

REVIEW OF POLICY

Signed on behalf of the Governors: _____



Date: 20/01/2026

