



## **Accessibility Plan**

**2025-2028**

At Airy Hill, we are proud to offer a nurturing, inclusive environment where every child is valued, supported and encouraged to succeed. As a Rights Respecting School, we are committed to upholding the rights of all children, including the right to an education that is inclusive and meets their individual needs.

We believe that every child has the potential to achieve, and we work closely with families, staff and external professionals to ensure that all pupils – regardless of their need or disability – can thrive in a way that works best for them. Our whole school provision is tailored to support each child's unique strengths and challenges, fostering confidence, independence and a love of learning as they progress through school. Through our fully inclusive approach, we celebrate diversity and ensure that every child feels a strong sense of belonging in our school community – meaning every child has an equal opportunity to access the curriculum alongside their peers.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period (2025-28).

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

We understand that the Trust will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

### **Aims**

Airy Hill Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Accessibility Plan contains objectives to:-

1. Increase access to the curriculum for pupils with Special Educational Needs and Disabilities expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils (if a school fails to do this they are in breach of their duties under the Equalities Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
2. Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
3. Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe.

Objective No.	Person(s) responsible	Timescale	Actions to achieve:
1	Headteacher Class teacher SENDCo	Ongoing	<ul style="list-style-type: none"> <li>- Ensure Evolve is used to consider adaptations to all curricular and extra-curricular activities when planning school trips.</li> <li>- Use teaching assistants (as appropriate) to support children's access to the entire curriculum.</li> <li>- Communication between staff and parents of children with SEND, to ensure all needs are met during the implementation of the curricular and extra-curricular.</li> <li>- Support plans and EHCP actively reflect the adaptations required (if any) for children with SEND to be successful in and out of the classroom.</li> </ul>
2	Headteacher H&S adviser	Ongoing	<ul style="list-style-type: none"> <li>- Any new issues are identified.</li> <li>- Environments reflect whole-school provision maps, to ensure all learners are able to access the curriculum and classroom.</li> <li>- The most recent research is used to inform classroom environments and their impact of children, especially those with SEND.</li> <li>- Pupil voice is heard and acted upon.</li> </ul>
3	Admins Headteacher	Ongoing	<ul style="list-style-type: none"> <li>- Information is presented in ways that are easy to access.</li> <li>- Translated/adapted versions are easily available via the office.</li> <li>- Translation function available on website.</li> </ul>

			- Additional support is offered for those unable to access written information.
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### **Equality Objectives**

Across the Trust, and in line with the national context, we have identified that there is a gap between the attainment of pupil premium children and non-pupil premium children. We are aiming to eradicate this. More details on this can be found in our Pupil Premium Strategy.

There is also a significant gap between the attainment of children with SEND and those without. We are exploring ways to accelerate progress of these children, using the most recent research to inform our practice.

We have identified many vulnerable children in our Trust and we are therefore part of the Nurturing Schools Programme. We are also aiming on becoming part of the THRIVE programme to support our most vulnerable pupils even further.

### **Reasonable adjustments made by the school**

- From September 2012 schools and local authorities have a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through Special Educational Needs (SEN) statements/Educational Health Care Plans (EHCP) or from other sources. Additional high needs funding may be available on application to the local authority.
- The school brochure or any other written information can be made available in large print, or translated into different languages if requested.
- Standards of behaviour are differentiated and support is put in place for those pupils who find it difficult to behave well though individual behaviour plans.
- Individual Support Plans have been developed to support a range of areas of need (Cognition and Learning including dyslexia; Communication and Interaction including Autistic Spectrum Disorder and Speech, Language and Communication Needs; Social, Mental and Emotional Health and Physical and Sensory needs). The school records adaptations to provision in the children's individual records.
- Support Plans are discussed with the children and their parents/carers and progress against targets is discussed.
- Planning is adapted to allow all pupils to participate. All pupils are able to participate in extra-curricular activities, including educational visits and residential stays.
- Different forms of communication are made available to enable all pupils to express their views and to hear the views of others.