Ashmead School



Accessibility Plan

Academic Year

2026 - 27

The Governing Body Approved this plan on: Pending approval 2nd Dec 26

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Statement of intent

This plan outlines how Ashmead Combined School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Equality Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve or adapt 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 above aims will be delivered within a reasonable timeframe, and in ways which are determined after considering pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the IAT and LA will have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

Accessibility needs will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

1. Legal framework

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Equality, Equity, Diversity and Inclusion Objectives
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-bullying Policy
- Curriculum Policy
- IAT Health and Safety Policy
- School Development Plan
- IAT Data Protection, GDPR Policy

2. Roles and responsibilities

The governing board will be responsible for:

- Ensuring that all accessibility planning adheres to and reflects the principles outlined in this plan.
- Approving this plan before it is implemented.
- Monitoring this plan.

The headteacher will be responsible for:

- Ensuring that staff members are aware of pupils' disabilities and medical conditions.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils' disabilities arise.

- Working closely with the governing board, IAT, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENDCOs will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.
- Ensuring they have oversight of the needs of pupils with SEND attending the school, and advising the headteacher in relation to those needs as appropriate.

Staff members will be responsible for:

- Acting in accordance with this plan at all times.
- Supporting disabled pupils to access their environment and their education wherever necessary, e.g. by making reasonable adjustments to their practice.
- Ensuring that their actions do not discriminate against any pupil as a result of their disability.

3. The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

4. Planning Duty 1: Curriculum

Objective: To increase the extent to which pupils with disabilities and SEND can participate fully in the school curriculum.

Timescale	Strategic Priority / Identified Need	Key Actions	Lead Responsibility	Target Completion	Success Criteria / Impact	Review Date
Short term	Embedding 2025–26 CPD priorities on adaptive and responsive teaching (specifically scaffolding and questioning for understanding).	• Embed inclusive teaching principles and scaffolding strategies across whole-class practice through targeted monitoring and coaching.	Lead Practitioner for Teaching, Learning and Curriculum Development; SLT	Spring 2027	Consistent application of adaptive teaching strategies across all classes, resulting in measurable academic progress for pupils with SEND.	Autumn 2027
Medium term	Securing the attention of all pupils to maximise curriculum engagement. Upskilling Teaching Assistants (TAs) to deliver effective curriculum support.	• Deliver StepLab CPD drop-in sessions focused on securing pupil attention. • Use staff appraisals to identify TA training gaps and commission targeted professional development.	Lead Practitioner for Teaching, Learning and Curriculum Development; SLT Deputy Headteacher; Assistant Headteacher for Inclusion	Spring 2027	Increased pupil engagement during whole-class instruction and accelerated progress for pupils with SEND. Enhanced TA confidence and pedagogical skill in supporting targeted interventions.	Autumn 2027
Long term	Establishing a bespoke, play- and sensory-based curriculum for pupils accessing the Sensory Pathway.	Adapt the Key Stage 1 curriculum framework using the Sensory Curriculum resource to meet the developmental needs of Sensory Pathway learners.	Assistant Headteacher for Inclusion; Lead Practitioner for Teaching, Learning and Curriculum Development	Summer 2027	Full curriculum accessibility and meaningful, stage-appropriate learning opportunities for pupils with complex needs.	Autumn 2027

5. Planning Duty 2: Physical Environment

Objective: To improve and adapt the physical environment of the school so that pupils with disabilities and sensory sensitivities can take full advantage of education and facilities.

Timescale	Strategic Priority / Identified Need	Key Actions	Lead Responsibility	Target Completion	Success Criteria / Impact	Review Date
Short term	Mitigating environmental overstimulation in Year 1 for a growing cohort of pupils with identified SEND needs	• Construct partition walls between Year 1 classrooms to reduce visual and auditory distractions. • Establish a dedicated, low-arousal Sensory Pathway learning space.	SLT (in liaison with IAT) Assistant Headteacher for Inclusion	End of Autumn 2026	Pupils with complex needs are supported in a regulated, low-sensory environment, leading to improved emotional regulation, engagement, and staff and pupil wellbeing.	Autumn 2027
Medium term	Reducing sensory overload and acoustic transfer in open-plan, paired classrooms and shared spaces.	• Install acoustic screening curtains in the wet areas of adjoining classrooms. • Conduct a comprehensive environmental audit of all shared school spaces to reduce visual clutter.	Headteacher (in liaison with Site Team)	End of Spring 2027	Reduced ambient noise transfer between classrooms and clutter-free, predictable shared environments that support neurodivergent learners.	Autumn 2027
Long term	Future-proofing specialist accommodation to meet rising complex SEND demand.	• Evaluate the capacity and layout of the Sensory Pathway space and scope options for sub-dividing or extending the Enhanced Provision area.	SLT (in liaison with IAT)	End of Summer 2027	A clear estates plan in place to accommodate projected SEND admissions without compromising provision quality.	Autumn 2027

7. Planning Duty 3: Information

Objective: To improve the availability and clarity of accessible information for pupils with disabilities and their families.

Timescale	Strategic Priority / Identified Need	Key Actions	Lead Responsibility	Target Completion	Success Criteria / Impact	Review Date
Short term	Strengthening two-way communication and accessibility for families whose first language is Urdu.	• Appoint a bilingual Attendance Liaison Officer to work alongside the Assistant Headteacher for Community and Communication.	SLT	End of Autumn 2026	Improved attendance rates for pupils with Urdu as an additional language and stronger, more accessible home–school partnerships.	Autumn 2027
Medium term	Tailoring parent Coffee Mornings to reflect the evolving needs of the current school cohort.	• Gather parent voice to identify priority topics. • Partner with external specialists to deliver a broader, needs-led programme of parent Coffee Mornings.	Lead Practitioner for Pastoral; Assistant Headteacher for Inclusion	Spring 2027	Increased parental attendance and active engagement at Coffee Mornings across diverse parent groups.	Autumn 2027
Long term	Providing clear, accessible information on curriculum and routines for parents of Sensory Pathway pupils.	• Implement best-practice family communication strategies informed by the Leading an Enhanced Provision training programme.	Assistant Headteacher for Inclusion	Summer 2027	Parents report a clear understanding of their child's bespoke timetable and feel confident supporting learning at home.	Autumn 2027

8. Monitoring and Review

This plan will be reviewed on an annual basis by the governing board and Headteacher. The next scheduled review date for this plan is November 2027. Any updates or revisions to this plan will be communicated promptly to all staff members, parents, and relevant stakeholders.