



Ambergate Primary School Accessibility Plan – 2025 - 2028



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 disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Ambergate values the abilities and achievements of all its pupils and is committed to providing the best possible learning environment for every child.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

We will continue the advice of Local Authority services and outside agencies such as specialist teacher advisers and SEN consultants and appropriate health professionals to develop and implement our plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and governors.

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 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Ambergate Primary School Accessibility Plan 2025 - 2028

AIM	CURRENT GOOD PRACTICE <i>Include established practice and practice under development</i>	OBJECTIVES <i>State short, medium and long term objectives</i>	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	Provision maps/IEPs are maintained and progress tracked	Allocate room for sensory provision and timetable provision for individuals.	Sensory circuits and training for staff	LBR and CT	Spring term	SEND students have access to a fully planned sensory curriculum.
	Interventions well established.		Embed tool boxes to support adaptive teaching.	LBR and CT	Ongoing	All students with additional needs and physical disabilities have access to learning utilizing adaptive teaching.
	Nurture provision well established and positive play starting to show good impact	Develop resources so that all children can access provision through adaptive teaching.	Embed SEND in subject doc to support subject leaders.			
	Cross school partnership working established and specialist provision utilised where possible.	Develop and embed SEND in subject document.	Resources from whole school training made and available for use e.g. dyslexia friendly resources and resources for visually impaired pupils	LBR and CT	Spring term	
	Good professional relationships with external agencies	Ensure that students have the correct equipment in school to allow them to access learning in and out of the classroom.	Teaching staff are fully informed of pupils needs – termly meetings..		Ongoing	All staff able to work with increased knowledge and provide appropriate resources for pupils
	Sloping boards for children with physical Disabilities		Training provided to support intervention plans agreed with SENDCo.	LBR and CT		
	Coloured overlays or coloured paper for children with visual difficulties or dyslexia Use of wobble cushions, weighted blankets Pencil grips, fidget toys, chew toys etc	Intervention training for support staff – identified need			Feb	
	Monitor and observe use of equipment Eg PECS, visual timetable, writing with symbols , wobble cushions etc					

Improve and maintain access to the physical environment	The classrooms are low stimuli environment to assist with learning Quiet rooms for work spaces as necessary Disabled toilets Corridor widths to ensure for safe transitioning Sensory area Emergency Evacuation Plans for pupils (PEEPS) Fire exits kept clear, covered in induction and class H&S, issues reported on school pod and actioned	- Evaluate break out spaces and usage - Ensure classrooms are clutter free. - Engage with neurodivergent friendly classrooms literature and complete audit	Review of the school to ensure disabled access and alternative use of spaces for meetings etc. Modifications will be made to the school building and environment as appropriate to improve access for all Continue to ensure that students and parents or carers are not disadvantaged by being unable to access parts of the school site.	LBR	Ongoing	All pupils, parents and carers can fully engage with school.
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Make greater use of technology to support learning for all groups of learners.	- Use of recording devices working well for some pupils - Use of apps to support Maths and Spelling	Continue training for teachers and support staff on different aspects of SEND including adaptations when required as part of the SEND code of practice.	Support all staff to implement and effectively use ipad technology within the classroom. Use of Ipads – source suitable support apps for additional needs where appropriate. Use SEND apps recommends by DCC to support learner needs. Investigate AI uses Use Widget to make classroom resources (eg.word mats, visual timetables, social stories). SENDCo to train on most effective ways to use Widget. SENDCo to train all relevant staff members in how to use Widget.	LBR and CT	Summer term	Increased rates of progress for all learners. Increased staff confidence with these programs

Improve the delivery of information to pupils with a disability	Use of visual aids well embedded.	Understand the needs of pupils and ensure information is available in relevant formats • Large print • Braille • Pictorial or symbolic representations	Termly review meetings for IEP, interventions.	LBR	Spring term	Pupils have access to curriculum information and all other school information in a format that meets their needs
	Excellent communication with parents and carers maintained.	Makaton sign beginning to be used in EYFS to support pupils. Good systems for remote teaching in place when pupils cannot access school.	Training for all classroom staff on use of widget. Widget accounts are created. Embed the use of Widget. Adaptive teaching CPLD for teachers. Review and renew signage around school. Collect pupil voice about ease of understanding of signage. Embed tool boxes to support adaptive teaching. Embed SEND in subject doc to support subject leaders			
		Ensure signage is suitable for non-readers, is clear and well situated. Develop resources so that all children can access provision through adaptive teaching. Develop and embed SEND in subject document.		LBR		Pupils are able to navigate the school regardless of any disability.