Ashton Keynes C of E Primary School

Accessibility Plan 2026-28

Reviewed: September 2026
Adopted RPC 2026
Review Due: September 2028

Accessibility Plan 2026-2028

Ashton Keynes School has been described as having a welcoming, delightfully happy and inclusive environment in which pupils thrive and want to do their best. We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own learning adventure. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils varied life experiences and needs. We offer a broad and balanced Shine curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Purpose of Plan

This plan shows how the school intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability;

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse affect on his/her ability to carry out normal day-to-day activities.

Areas of planning responsibilities

Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits).

Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education).

Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils disabilities and pupils and parents preferred formats and be made available within a reasonable timeframe

Contextual Information

Ashton Keynes School has been in its current location since 1896. The original Victorian building houses the admin areas and classrooms. A 1990s single storey building houses the school hall and kitchen.

The old school house is used for administration purposes and contains the reception area, school office, meeting room and staffroom. Access to the school house is via several steps at the front. Wheelchair access is via the green gates and into the new build.

The Reception, Year 1 and Year 2 classrooms and learning hub are based in the new build which was completed in September 2020 and is fully accessible. There is also a disabled toilet located within a hygiene room.

At present we have no wheelchair dependent pupils, parents or members of staff. However, we do have wheelchair users visiting the school and all the main facilities are available to them with the exception of the SENDCO and Upstairs office. However, meetings can be held in other spaces including the small room off the learning hub.

Current Range of known disabilities: The school has children with a range of disabilities to include moderate and specific learning disabilities.

We have a small number of pupils and parents who have a hearing and/or sight impairment

Improving teaching and learning lies at the heart of the schools work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children through our Shine Curriculum. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target	Strategies	Time Scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum and ensuring progress of all pupils	Be aware of staff training needs on curriculum access. ~~LP~~ SENDCO provides 1:1 progress training with staff Assign CPD for dyslexia, differentiation and recording methods. SIP key area 1. Online learning modules if required	On-going and as required	SENDCO	Raised staff confidence in strategies for differentiation and increased pupil participation. Ensuring specific progress measures are in place for 1:1 pupils
Ensure classroom support staff have specific training on supporting children with specific additional needs	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required iPads	As required	SENDCO	Raised confidence and expertise of support staff
Ensure all staff are aware of the additional needs of children and have full access to our Shine Curriculum	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child Vulnerability tracker	As required	SENDCO	All staff aware of individuals needs

	Health care plans			
Use ICT software to support learning	Make sure software installed where needed	As required	ICT	Wider use of SEN resources in classrooms
All educational visits/clubs to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	HT/DHT	All pupils in school able to access all educational visits and take part in a range of activities All pupils in school able to access all clubs

Improving access to the physical environment of the school

Ashton Keynes School is continuing to grow and develop. The new Learning Hub and playground facilities have been completed. The Learning Hub facilitates excellent acoustics.

Provision, in exceptional cases, will be negotiated when pupils' specific needs are known. We will always assess each child's needs and adapt accordingly, taking advice where appropriate from outside agencies.

We have a wide range of equipment and resources available for day-to-day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual ~~disabled~~ pupils with additional needs as part of the IEP process when required Be aware of staff, governors and parents access needs and meet as appropriate	As required Induction and on- going if required	SENCO Headteacher	EHCPs in place for ~~disabled~~ pupils with additional need and all staff aware of pupils needs All staff and governors feel confident their needs are met

	Through questions and discussions find out the access needs of parents/carers through newsletter Consider access needs during recruitment process Ensure staff aware of Environment Access Standard	Annually Recruitment process	Headteacher Headteacher	Parents have full access to all school activities Access issues do not influence recruitment and retention issues
Improve signage and external access for visually impaired people where appropriate (although no children in school currently who are visually impaired)	Yellow strip mark step edges	On going	Site manager	Visually impaired people feel safe in school grounds
Ensure all pupils with additional needs can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Develop a system to ensure all staff are aware of their responsibilities	As required Each Sept	SENCO SENCO	All disabled pupils and staff working alongside are safe in the event of a fire
Ensure accessibility of access to IT equipment /tech	Alternative equipment in place to ensure access to all hardware including hall Liaise with VI/HI on information with regard to the visual impaired and hearing impaired	On-going and as required Software may be required as required	ICT	Hardware and software available to meet the needs of children as appropriate

	pupils			
Ensure hearing equipment in classrooms to support hearing impaired when required	Seek support from LA hearin- impaired unit on the appropriate equipment	Ongoing	LA hearing officers	All children have access to the equipment
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access (School House excepted) Egress routes visual check	On-going and as required and as appropriate Weekly	LA Site Manager	All disabled staff, pupils and visitors able to have safe independent egress

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupil's disabilities and pupils and parents preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English School office will support and help parents to access information and complete school	During induction On-going	KS1/office School Office Office/ Website design team	All parents receive information in a form that they can access All parents understand what are the headlines of the school information

	forms Ensure website and all document accessible via the school website can be accessed by the visually impaired.	Current		
Improve the delivery of information in writing in an appropriate format when required	Provide suitably enlarged, clear print for pupils with a visual impairment. We have visual stress materials in school which can be used as and when appropriate (e.g. tinted overlays and books)	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going All teaching staff and TA's attend dyslexia training	SENDCO	Staff produce their own information
Annual review information to be as accessible as possible	Develop child friendly IEP review formats	On-going	SENDCO	Staff more aware of pupils preferred method of communications
Languages other than English to be visible in school	Some welcome signs to be multi-lingual	As required	SENDco	Confidence of parents to access their child's education
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language	If and when a pupil comes to us with English as an additional language we would also access support from the EMAS team (based at County Hall)	As required Currently being provided for parent	SENDCO	Pupils and/or parents feel supported and included

problems				
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information as required	Ensure website is fully compliant with requirement for access by person with visual impairment.	As required	Office	All can access information about the school