

Excellence, Aspiration and
Care in Partnership

Accessibility Plan


2025.26



**Ashmole
Academy**



A member of
**Ashmole
Trust**

Written by	Mrs McLaren
Approved by	Mr Dhinsa
Signed	
Date approved	September 2025
Next review date	September 2026

Accessibility Plan

1. Aims

Ashmole Academy is required under the Equality Act 2010 to have an accessibility plan. The purpose of the 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 education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

We are fully committed to providing an environment that values and includes all students, staff, parents, Academy Committee members and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility, and to developing a culture of awareness, tolerance and inclusion. The plan will be made available online on the school website, and paper copies are available upon request.

Ashmole Academy 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.

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.

2. 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Objective	Action(s)/Strategies	When	Success Criteria	Monitoring & Evaluation
<p>Increase access to the curriculum for pupils with a disability</p>	<p>To use a range of communication methods to ensure that information is accessible.</p> <p>To ensure all students on the SEND register have a ways to help profile.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Ensure that all adults working within the Academy receive at least one training session each academic year on supporting students with SEND and medical needs.</p> <p>Ensure that students with disabilities and/or medical needs are given the</p>	<p>Ongoing</p>		<p>Review and assessment ongoing</p>

	<p>opportunity to participate equally in enrichment activities.</p> <p>Ensure that all teaching staff Learning Support staff are aware of and understand their responsibilities in regards to reasonable adjustments and examination access arrangements.</p> <p>Subject Leaders to include discussions and learning around disability within their curriculum.</p>			
<p>Improve and maintain access to the physical environment</p>	<p>Everyone to be made aware of the needs of people with disabilities or medical needs when accessing all physical environments within and around the Academy.</p> <p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Corridor width 	<p>Ongoing</p>	<p>The academy will be able to respond to emerging needs of students and staff with disabilities or medical needs securely and confidently.</p> <p>All students and staff with a disability are safe and confident in what they need to do in the event of an emergency evacuation.</p>	<p>Review and assessment ongoing</p>

	<ul style="list-style-type: none"> • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Research and resource new specialist equipment as and when required. <p>Ensure a Personal Emergency Evacuation Plan (PEEP) is in place for all students and adults requiring one.</p> <p>Ensure disabled people have been captured in the Emergency Evacuation Procedures.</p> <p>Ensure all staff and students with disabilities are aware of the Emergency Evacuation Procedures, Disabled Refuge Points and how to access them.</p>		<p>Disabled Refuge Points are accessible in protected stairwells and large enough to accommodate more than one wheelchair</p> <p>Staff actioning the PEEP are confident in the use of the evacuation chairs.</p>	
--	--	--	--	--

	<p>Ensure that all staff working with students requiring a PEEP know how to support them during an emergency evacuation</p> <p>Review the ability of all adults on the Personal Emergency Evacuation Teams regularly to ensure that they are able to carry out the role</p> <p>Ensure that Personal Emergency Evacuation Teams have been trained in the use of evacuation chairs.</p> <p>Regularly review and assess all parking bays, stairways, passageways, doorways, lifts, classrooms, toilets and changing rooms to accommodate disabled people, especially those that have a mobility impairment including wheelchair users.</p>		<p>People with mobility impairment including wheelchair users will feel safe and confident in accessing all areas within and around the Academy.</p>	
--	---	--	--	--

	<p>Research and resource new specialist equipment as and when required.</p>			
<p>Improve the delivery of information to pupils with a disability</p>	<p>Use a range of communication methods to ensure information is accessible.</p> <p>Ensure that all students requiring assistive technology have access to it.</p> <p>Ensure that staff working with students understand how to use assistive technology.</p> <p>The Academy uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Induction loops • Pictorial or symbolic representations 	<p>Ongoing</p> <p>Autumn 2 2024</p>		<p>Review and assessment ongoing</p>

4. Monitoring Arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

5. Links With Other Policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy

“This plan covers both visible and invisible disabilities, including neurodiversity, sensory processing differences, long-term medical conditions, and mental health needs, in line with the Equality Act 2010.”