

Aspire Academy Trust

INDIAN QUEENS PRIMARY SCHOOL Accessibility Plan 2025-2026



Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities.

Definition of disability

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

Key Aims

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
 - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - Not to treat pupils with disabilities less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an accessibility plan

- In performing their duties Hub Councillors have regard to the Equality Act 2010
- Our setting
 - recognises and values the young person's knowledge/parents' knowledge of their child's disability
 - recognises the effect their disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- The setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

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.

- All children have access to a personalised curriculum wherever required: staff are trained to meet a wide range of needs and have experience of adapting planning and resources according to need.
- Children with disabilities have access to all after school clubs and other extra-curricular learning opportunities, in consultation with parents. Staging for drama, class assemblies and school productions now includes a ramp to enable full access for pupils with a disability.
- Flexible arrangements are put into place where possible to enable children with disabilities to attend educational visits and school camps.

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

- Significant developments in recent years have brought full disabled access to the entire school site, inside and outside.
- There are 3 accessible toilets, one of which is also a wet room with shower.
- Ramps, wider doors and handrails have been installed. There is flat direct access from almost every classroom and automatic release doors in case of emergency evacuation.
- 2 accessible refuge areas with telephones have been created in the new Reception block which is situated above ground level.
- There is a wheelchair lift from the school reception to the main school corridor.
- Designated parking spaces for pupils or parents with a disability are situated immediately outside the main reception.

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 pupils with a disability. Examples might include handouts, timetables, textbooks and information about school events. The information should

take account of pupils' disabilities and pupils' and parents preferred formats and be made available within a reasonable time frame.

- All school documents can be made available as necessary in adapted formats.
- All signage around the school site has been installed according to guidance regarding visibility for those with a visual impairment.

- **Financial Planning and control**

The head of school, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Compliance with the Equality Act					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Staff awareness of key principles of the Equality Act 2010	Annual refresher – Equality Act	Leadership team	Annual - Sept	n/a	

Access to the physical environment - statutory					
Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Classrooms are adapted to ensure they are accessible to all.	Ensure all classrooms, corridors and school halls are clutter free and regular clearances happen to reduce items collected over time.	All staff	Long term	Ongoing	
Ensure classrooms are not too overwhelming for pupils/students with sensory needs.	Staff to consider learning environments carefully. This includes: use of neutral display paper, clutter free classrooms to ensure that classrooms are not over stimulating for pupils with sensory needs.	All staff	Long term	Ongoing	
Review and ensure Personal Emergency Evacuation Plans (PEEPs) for pupil with physical difficulties are effective.	<p>Conduct a comprehensive review of the current PEEPs for all pupils with physical difficulties.</p> <p>Identify all exit routes and ensure they are accessible for pupils with physical difficulties.</p> <p>Develop or update PEEPs to reflect any changes and ensure they are tailored to the individuals need.</p> <p>Train staff and pupils on the emergency exit strategies.</p> <p>Conduct regular evacuation drills to test and refine plans.</p>				

Access to the curriculum - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
To ensure all staff have high expectations of all students, including those with SEND.	Improve staff expectation to ensure all pupils, including those with SEND, make good progress in line with their starting point.	SENDCo SLT Teachers TAs	Long term	Ongoing	
Regular and updated staff training.	Continue to arrange training courses and INSET CPD based on identified training needs.	SLT SENDCo Curriculum Leads	Long term	Ongoing	
To ensure all pupils with SEMH needs can access all lessons.	<p>Ensure pupils have secure relationships with the adults in their room to help them feel safe and secure to access their learning.</p> <p>Classrooms should not contribute to sensory overload.</p>	SLT SENDCo Teachers TA	Short term	Ongoing	

Access to information advice and guidance - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Ensure all reports from external agencies are shared with relevant staff and families in an accessible format.	Aspire leads, Heads of Schools and SENDCo to ensure reports are disseminated appropriately. Actions taken in light of advice from professionals.	Aspire leads, SLT SENDCo	Long Term	Ongoing	
Parents to access teachers and other staff members when they need to speak to someone.	Ensure all parents and staff are clear on the system: Parents to phone the school office to book an appropriate time when the staff member can phone/meet them. Emails between staff and home are shared via the 'hello@' email account.	All staff	Long term	Autumn 25	
Ensure that parents with EAL are able to access the school communications and communicate with staff.	Ensure the school provides translation support if required.	All staff	Ongoing		

Last updated September 2025