



Accessibility Plan

POLICY OWNERS

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DELEGATION

Full Governing Board

DATE OF APPROVAL

January 2026

DATE OF NEXT REVIEW

January 2029

REVIEW CYCLE

Triennially

PUBLISHED ON WEBSITE

Yes

Paper copies available by emailing:

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1. Aims

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 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 schools aim to treat all stakeholders, including pupils, staff governors and other members of the school community favorably and, wherever possible, take reasonable steps to avoid placing anyone at a substantial disadvantage and providing access and opportunities for all pupils without discrimination of any kind.

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.

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.

The schools are active in promoting positive attitudes to disabled people in the schools and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

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.

Governance and Compliance

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Ensure accessibility plan meets Equality Act/SEND COP and reflects governor duties under PSED	Triennial review by Governors; policies consider disability access	Short: Embed governor oversight of equality impact assessments. Medium: Governors trained in cultural humility and bias awareness. Long: Governors actively monitor IDEAA indicators and accessibility progress.	<ul style="list-style-type: none">• Add equality impact review to all policy approvals.• Governors receive annual equalities refresher training.• Termly governor questions: "Who benefits most/least?"• Publish equality objectives and accessibility plan with progress updates.• Use surveys and lived experience feedback to inform decisions.	Headteachers, Clerk to Governors, COG	July 2026 (training embedded); ongoing termly monitoring	Governors can evidence due regard in minutes; equality objectives and accessibility plan published and reviewed; stakeholder feedback shows improved trust and inclusion.

Increase Access to the Curriculum

Inclusive teaching & targeted intervention to close gaps for vulnerable learners (FSM/disadvantaged)	Scaffolded curriculum; progress tracked for pupils incl. disabled; targets set appropriately	Short: Forensic cohort analysis; targeted interventions. Medium: Track impact half-termly; adapt curriculum sequencing. Long: Narrow R/W/M attainment gap.	<ul style="list-style-type: none"> • Half-termly pupil progress reviews (FSM/disadvantaged); • Use assistive tech (text-to-speech, speech-to-text) and small-steps assessment for complex needs; • QA intervention fidelity. 	Headteachers, Phase Leads, SENDCO, Head of Operation	Short: July 2026 ; Medium: Dec 2027 ; Long: July 2028	FSM gap reduces across R/W/M by 2028 (school measure).
Raise boys' core subject attainment	Oracy & modelling in place; WalkThrus framework	Short: Review the core curriculum reviewing barriers experienced by our most vulnerable cohorts Medium: Termly pupil voice; refine modelling/scaffolds. Long: Gender gap reduced so that boys make as much progress and achieve as well as their female peers.	<ul style="list-style-type: none"> • High-quality texts and purposeful tasks; • Explicit modelling, sentence-level work; • Oracy-rich classrooms; • Track outcomes by phase. 	Executive Team, Core Subjects Leads, Phase Leads	Reviews by Spring 2026 ; embed by Dec 2027	Core subject gender gap reduced across key stages by 2028.
Strengthen inclusion for SEND/vulnerable learners via graduated response	Established tracking & targets; ARP provides specialist support.	Short: Refresh Assess-Plan-Do-Review flow; small-steps templates.	<ul style="list-style-type: none"> • Publish graduated response guidance; • Moderation of small-steps plans; 	SENDCO, ARP Lead, Phase Leads	July 2026 (refresh); Dec 2027 (embed)	Evidence of accurate small-steps assessment; SEND progress improves and is closer to peers.

		<p>Medium: Coaching on responsive task design (ARP).</p> <p>Long: SEND progress comparable with peers where appropriate.</p>	<ul style="list-style-type: none"> • ARP coaching cycles; • Termly SEND provision reviews. 			
Enhance EYFS early identification & foundations	EYFS provision in place; noted gaps in language, self-regulation, fine motor.	<p>Short: Rapid baselines; fortnightly checks.</p> <p>Medium: CPD on language-rich teaching & small-steps assessment.</p> <p>Long: Reduce GLD gap for disadvantaged/EAL pupils so that they achieve in line with their peers.</p>	<ul style="list-style-type: none"> • EYFS assessment schedule; • Daily language-rich interactions; • Targeted S&L and motor programmes; • Family partnership model. 	Executive Team, EYFS Lead, SENDCO	Baselines Sept–Oct 2026 ; CPD by July 2026 ; long-term by July 2028	GLD gap reduces so that vulnerable children achieve in line with their peers/make as much or better progress than their peers by 2028.
Ensure equitable participation in clubs, trips & residential	Provision reviewed for compliance; inclusive opportunities provided.	<p>Short: Audit barriers; reasonable adjustments policy for visits.</p> <p>Medium: Track participation by group (SEND/FSM/EAL).</p> <p>Long: Close participation gaps.</p>	<ul style="list-style-type: none"> • Pre-visit risk assessments include accessibility; • Funding support for FSM; • Accessible info for parents; • Termly participation report to Governors. 	Executive Team, Visits Coordinator, SENDCO, SBM	July 2026 (policy & audit); ongoing tracking	Participation rates for SEND/FSM/EAL ≥95% of cohort rates each term.

Improve and Maintain Physical Access to the Environment

Ensure safe and accessible movement across the school site for all users	Reception entrance is fully accessible: flat surface, accessible sign-in screens, and entrance/exit buttons/buzzers.	<p>Medium: Address uneven surfaces across the sites, particularly the cobbled circle at the front of the building (ASPS).</p> <p>Long: Ensure all external pathways and high-traffic areas are level, safe, and compliant with accessibility standards.</p>	<ul style="list-style-type: none"> • Commission a site audit to identify uneven or hazardous surfaces and gradients • Prioritise levelling and resurfacing of the cobbled circle and other uneven areas • Apply non-slip, wheelchair-friendly surfacing • Add smooth transitions between surfaces • Install seating/rest points along longer routes • Ensure compliance with gradient standards and handrails where needed • Secure funding and schedule works during low-traffic periods 	SBM, Site Manager, SENDCO	Audit by July 2026 ; levelling works completed by July 2028	All external routes are smooth, level, and safe for wheelchair users and those with visual impairments; positive feedback from stakeholders; compliance confirmed in accessibility review.
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Improve wayfinding & visual contrast across site	Some signage; varied corridor widths.	Short: Visual-contrast audit. Medium: Install consistent high-contrast, directional signs and floor markers.	<ul style="list-style-type: none"> • Audit key routes; • Implement colour contrast standards; • Fluorescent surrounds for access points (e.g., gate buzzer). 	Site Manager, SENDCO	Audit July 2026 ; install Dec 2027	Users with VI navigate independently; incident reports related to mis navigation reduce to 0 .
Accessible main gate controls (height/visibility)	Existing gate/speaker may be inaccessible for wheelchair/VI users.	Short: Assess reach/visibility. Medium: Adjust height/visibility and add tactile indicators.	<ul style="list-style-type: none"> • Measure heights; • Relocate/duplicate controls; • Add tactile/contrast features. 	Site Manager, SBM	Dec 2026	Wheelchair users can operate gate unaided; VI users locate controls easily.
Improve classroom acoustics & "low-arousal" design	Low-arousal classrooms referenced; hearing support to be investigated.	Medium: Apply acoustic improvements in priority rooms. Long: Consistent low-arousal standards school-wide.	<ul style="list-style-type: none"> • Acoustic panels/soft furnishings; • Layout to minimise echo; • Noise zoning; • Teacher mic in large spaces (where reasonable). 	SBM, Site Manager, SENDCO	Priority rooms July 2027 ; full rollout July 2028	Reduced noise levels; improved engagement for pupils with SEMH/ASC/hearing needs (observations & pupil voice).

Improve the Delivery of Information

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Provide information in accessible formats for pupils & parents (including EAL)	Visuals/social stories; website uses text, pictures, videos; meetings arranged to suit needs; large print, braille, pictorials, Makaton/Widgit cited.	Short: Audit needs & formats; establish translation & alternative format workflows. Medium: Standardise accessible templates across school. Long: Increase uptake & satisfaction.	<ul style="list-style-type: none"> • Parent-facing comms in multiple formats; • Easy-read policies; • Translation pathway for key docs (EAL); • Staff training on accessible comms. 	Comms Lead, SENDCO	July 2026 (audit & workflows); Dec 2027 (templates)	≥95% of surveyed families report information is accessible; translation used where needed; reduction in misunderstandings/co mplaints.

Improve accessibility for hearing-impaired users	Need to investigate hearing support; where there are budget restrictions; consider low-arousal classrooms.	<p>Short: Feasibility for induction loops/portable systems.</p> <p>Medium: Deploy portable hearing support where reasonable; staff training.</p> <p>Long: Integrate hearing-friendly design into refurbishments.</p>	<ul style="list-style-type: none"> • Assess priority spaces; • Trial portable FM/loop devices; • Classroom strategies (face-on instruction, captions). 	SBM, SENDCO	Feasibility Dec 2026 ; deployment July 2027	Hearing-impaired users report improved access; staff demonstrate consistent strategies.
Strengthen digital accessibility (website/VLE/parent comms)	Website uses mixed media.	<p>Short: Apply accessibility checks (contrast, alt-text, captions).</p> <p>Medium: Accessible templates for newsletters & reports.</p> <p>Long: Annual external check.</p>	<ul style="list-style-type: none"> • Alt-text & caption standards; • Readable fonts/contrast; • Mobile-friendly layouts; • Screen-reader testing; • Governors' annual check. 	ICT Manager, Comms		

4. Monitoring arrangements

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

It will be approved by the Full Governing Board.

5. Links with other policies

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

- 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