

THE ASTLEY COOPER SCHOOL



ACCESSIBILITY PLAN

Updated December 2025

Review December 2028

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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 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.

The Astley Cooper School is committed to providing a fully accessible learning environment and curriculum; striving towards the removal of all barriers to learning to allow all students to achieve their potential. We value all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs, and are committed 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.

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.

<https://www.hertfordshire.gov.uk/microsites/Local-Offer/Media-library/Documents/Policies-and-procedures/Hertfordshires-SEND-accessibility-strategy.pdf>

We have included a range of stakeholders in the development of this accessibility plan, including the SENDCO, Site Managers, Governors, Teachers and students.

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.

Action Plan

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

1. Improve and maintain access to the physical environment
2. Improve the delivery of information to pupils with a disability
3. To plan to increase access to education for disabled students

Aims of The Astley Cooper School

Over time, The Astley Cooper School aims to maximise the accessibility to provisions for all students, staff and visitors. This Accessibility Plan includes actions that will:

1 – Improve the accessibility of the physical environment, developing specialist facilities as necessary. These improvements encompass alterations made to the physical environment and physical aids needed to maximise access to the curriculum.

2 – Increase access to the curriculum for all students with a disability. This will involve the expansion and alteration of the curriculum to reflect the needs of individual students, thus ensuring students with a disability are supported in reaching their potential, leaving school as well-rounded individuals who are prepared for life beyond school. Access to the curriculum refers to teaching and learning in the classroom and also extra curricular activities, including school visits. Access to specialist aids and equipment is also required.

3 – Improve the delivery of written information to students, staff, parents and visitors with disabilities, such as hand-outs, timetables, textbooks and school information. The information should be made available in various formats to increase accessibility within a reasonable time frame.

The above actions are detailed in the attached Action Plans. These plans will be reviewed and adjusted on an annual basis.

As a school, we recognise the need to raise awareness of accessibility, providing training for staff and governors in matters of disability discrimination. This Plan should be read in conjunction with the school's other relevant policies. 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.

Action Plan 2025-2026

Aim 1

To improve the physical environment in order to increase the extent to which disabled students, staff, parents and visitors can take advantage of education and associated services.

Target	Good practice	Action	Outcome	Timescale	Success Criteria	Monitoring/ review
To ensure that all students/ staff/ parents/ visitors are included in fully accessing the premises.	The environment is adapted to the needs of pupils as required. This includes: Ramps Lifts Corridor width Disabled parking bays Disabled toilets and changing facilities Adaptive sports equipment	Conduct an annual audit of school premises, taking into account the specific needs of any stakeholder, either current or prospective. The Maths block will be fully compliant with lifts and full wheelchair access.	The whole school environment is accessible to all.	Annual audit and update.	All students/ staff/ parents/ visitors can access the premises without encountering any difficulties. The Maths block to be fully accessible	Paul Biswell, Site Manager

Aim 2

To increase the accessibility of the curriculum for disabled students.

Target	Good practice	Action	Outcome	Timescale	Success Criteria	Monitoring/ review
Ensure that teaching and learning meets the needs of all learners through effective adaptations.	Our school offers a differentiated curriculum for all pupils We use resources tailored to the needs of pupils who require support to access the curriculum Curriculum resources include examples of people with disabilities Curriculum progress is tracked for all pupils, including those with a disability Targets are set effectively and are appropriate for pupils with additional needs	SENCo to provide training and information on adaptations and strategies e.g. large print, captioned videos. Teachers use the Astley Cooper Way teaching and learning framework which encapsulates the EFF 5 a day key principles. Extra time given where appropriate SEND pupil passports developed for all students on the Inclusion Register. All departments make provision for adaptation development. Where necessary, Schemes of Work will be revised to meet the needs of all students.	All teachers are able to fully meet students' needs, ensuring they fully access the curriculum.	On-going	Learning walks, observations and book scrutiny showing evidence of adaptations and achievement. Raise in achievement levels – closing the gap between SEND students and their peers. Positive responses to training sessions. Teaching staff to have a good knowledge of SEND.	SLT SENCo

	The curriculum is reviewed to make sure it meets the needs of all pupils	TAs to support teaching staff in adapting classwork. TAs to liaise closely with teachers and use adaptive equipment where necessary e.g. speech to text, read aloud.				
Ensure computer provisions for all students identified as requiring ICT support.	Identified students are allocated Chromebooks - these have the read aloud and speech to text function.	All departments to ensure laptop/computer access is available for identified students.	Improved attainment and progress for these identified students.	On-going	All SEND students who require ICT support can access the curriculum and achieve.	SENCo SLT
Continue to raise awareness of disability issues and provide training relating to health conditions such as epilepsy, diabetes and the use of Epipens and of hidden disabilities (ASD, ADHD, dyslexia, etc.).	CPD delivered throughout the year targeted to support specific needs of students on our roll.	Provide training and awareness raising sessions in twilights, staff meetings and assemblies for staff and students. Medical register to be continually updated. Students to be informed about issues in PSHCE lessons.	School will continue to be a fully inclusive place.	On-going	Whole school community is aware of issues relating to access and this is reflected in responses to student surveys and staff questionnaires.	SLT School Nurse Progress Leaders Inclusion Administer PSHCE Co-ordinator

Continue to ensure that the needs of SEND students are met and seen to be met.	The Inclusion Register provides teachers with a direct link to student pupil passports - the is a live document which is updated frequently.	Students, parents and staff involved in the completion of SEND Pupil Passports. Evaluation and adaptation of support as necessary. Tracking of the progress made by SEND students via the use of standardised tests and assessment data. Observations, learning walks and book scrutiny. Continually review policy and procedures relating to SEND.	Improved attainment and progress for SEND students.	On-going	Needs of SEND students are addressed by all teachers. SEND students feel supported. Data analysis shows impact and progress for SEND students in line with expectations and targets.	SLT SENCo
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Aim 3

To improve the accessibility of written information for all stakeholders.

Target	Good Practice	Action	Outcome	Timescale	Success Criteria	Monitoring/ review
Make written material/communication available in alternative formats e.g. translated into different languages.	Translated communications made available when need is identified.	Review current school publications. Students need to be identified in the first instance.	School information available to all.	On-going	Improved delivery of information to parents and to carers. Increased involvement in the school.	SLT Pastoral team SENCo

To provide interpreters for students and families identified as EAL. BSL interpreters when provided when required.	Use of resources and services provided through the Hertfordshire Local Offer Deaf and Hearing Support Service and The Bell Foundation	To contact appropriate agencies to provide a translation/ support service for identified students and their families. Students need to be identified in the first instance.	Students and their families can access all information.	On-going	Increased attendance at Reviews and Parents Evening. Progress of EAL students.	SENCo Pastoral team
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