



Accessibility Policy

POLICY IMPACT ASSESSMENT				
If this is a new policy complete Sections 1, 2 and 3 and then submit. If this is not a new policy please complete all sections.				
Section 1 – Policy Detail				
Name of Policy Reviewer	David Butterworth			
Date of this impact review	December 2025			
Is this a new policy?	Yes	No	X	
Section 2 - Policy requirement		Tick as appropriate		
Statutory (required by law)	Yes	X	No	
Mandatory (required by the Trust)	Yes		No	
Mandatory (required by the School)	Yes		No	
Voluntary	Yes		No	
Section 3 - Policy development / review cycle		Tick as appropriate		
Has this policy been subject to the policy development cycle? (Appendix B)	Yes	X	No	
Has this policy been referenced with the policy decision tree? (Appendix A)	Yes		No	
Does this policy follow the agreed template headings (Appendix C)?	Yes		No	
Has the equality impact assessment form been completed?	Yes		No	
Section 4 - Current Version Policy Impact		Tick as appropriate		
Are the aims / objectives of the policy still fit for purpose?	Yes	X	No	
How have you measured the effect of the policy on target groups?				
What are the results of their views re impact of the policy. (Attach data)				
Section 5 – Recommendations		Tick as appropriate		
Is this policy still required?	Yes	X	No	
Do we need to make any changes?	Yes		No	X
If appropriate, has legislation or national guidance been checked for latest terminology /updates?	Yes	X	No	
What are the recommendations for policy change?				

Document Control Information				
Review Period :		The review period will be every four years		
Document Owner and Reviewer:		David Butterworth		
Approval Committee		Governing Board		
Revision and Approval History				
See policy impact statement on first page for summary of changes				
Author	Issue	Date Approved	Approved by	Next Review
David Butterworth	1	December 2025	Governing Board	December 2030

Equality Impact Assessment Form		
Does the process affect one group less/more favourably than another on the basis of:		Yes / No
Age	Refers to a person belonging to a particular age	No
Disability	A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities.	No
Gender reassignment	The process of transitioning from one gender to another.	No
Marriage and civil partnership	Marriage and civil partnership means someone who is legally married or in a civil partnership. Marriage can either be between a man and a woman, or between partners of the same sex. Civil partnership is between partners of the same sex	No
Pregnancy and maternity	Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the non-work context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding	No
Race	Race can mean your colour, or your nationality (including your citizenship). It can also mean your ethnic or national origins, which may not be the same as your current nationality. For example, you may have Chinese national origins and be living in Britain with a British passport. Race also covers ethnic and racial groups. This means a group of people who all share the same protected characteristic of ethnicity or race.	No
Religion and belief	Religion has the meaning usually given to it but belief includes religious and philosophical beliefs including lack of belief (e.g. Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition.	No
Sex	A man or a woman.	No
Sexual orientation	Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.	No
If you have identified potential discrimination, please explain how the exception is valid, legal and/or justified? NA		
If potential discrimination has been identified, are exceptions valid / legal / justified?		enter
Does this policy / service / procedure need adjusting to remove any disadvantage identified or to better promote equality?		enter
Impact Assessment Result (See tool below)		Low impact
Date assessed.		December 2025
Person completing this form		D Butterworth
High Impact The policy or process has a major impact on equality There is significant potential for, or evidence of adverse impact. The policy has consequences for or affects significant numbers of people	Medium Impact The policy or process has an impact on equality There is some evidence to suggest potential for, or evidence of adverse impact. The policy has consequences for or affects some people	Low Impact The policy or process might have an impact on equality There is little evidence to suggest that the policy could result in adverse impact The policy has consequences for or affects few people

Thomas Ashton Accessibility Plan 2026 – 2030

1. Introduction

1.1 This Accessibility Plan has been developed in accordance with the requirements of the Equality Act 2010. It sets out the school's commitment to improving accessibility and will cover a three-year period, reviewed annually.

1.2 Our school is committed to creating an inclusive environment that welcomes and supports all pupils, staff, parents, and visitors, regardless of their educational, physical, sensory, social, spiritual, emotional, or cultural needs.

2. Aims of the Accessibility Plan

2.1 Increase the extent to which pupils with disabilities can participate in the curriculum.

2.2 Improve the physical environment to enable pupils with disabilities to access education, facilities, and services.

2.3 Enhance the availability of accessible information for pupils with disabilities.

3. Responsibilities

The governing body recognises its responsibilities towards employees with disabilities and will:

3.1 Monitor recruitment procedures to ensure equal opportunities.

3.2 Provide appropriate support and reasonable adjustments to enable staff to work effectively without barriers.

3.3 Ensure the workplace is accessible through reasonable adjustments.

4. Definition of Disability (Equality Act 2010)

4.1 A person is considered disabled under the Equality Act 2010 if they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to carry out normal daily activities.

5. Development and Review

5.1 This plan is guided by the principles outlined in the Group's Equality Impact Scheme.

5.2 The plan will be reviewed annually by the Equality Impact Assessment (EIA) team to ensure its effectiveness.

Priority 1. Develop the extent to which all pupils can access the Curriculum			
Target	Success	Criteria	Monitoring
Continue development and delivery of the specialist curriculum offer which includes an embedded offer of Nurture, Trauma Informed Practice, Restorative, Practice and therapeutic approach. Ensure the academic curriculum is ambitious, diverse, challenging, and relevant for all pupils. Ensure the curriculum is aimed at preparation for positive next steps.	Curriculum In place constantly under review and development	SLT specialist teachers	Ongoing/ Termly
Ensure all classroom staff have specific training and relevant training in order to meet the needs of pupils with SEND	• Identification of staff training needs • Carefully planned CPD calendar • Access to appropriate CPD • Online learning modules if required • Staff are knowledgeable about specific areas of need. • Staff and pupils know where to access • additional support	SLT	Ongoing/ Termly
Priority 2. Ensure Parents/Carers have access to clear communication and information about their child			
Target	Success	Responsibility	Monitoring
Provide regular, high quality updates on student progress	Parents/carers are informed of their child's progress on a regular basis, at least once every term.	Class team Pastoral team EHCP team	SLT, Termly
Ensure communication is accessible and understandable	All information shared with parents/carers is provided in accessible	Class team Pastoral team	SLT, Termly

	formats and using clear, simple language.	EHCP team	
Identify further range of formal and Informal opportunities for parents/carers to ask questions and share concerns	Information regarding communication with school is clear and explicit and shared with parents/carers Parents/carers are provided with clear and opportunities to ask questions and share concerns about their child's progress and wellbeing.	Class team Pastoral team EHCP team	SLT, Termly
Engage parents/carers in decision-making processes	Parents/carers are involved in decision-making processes that affect their child's education and wellbeing.	Class team Pastoral team EHCP team	SLT, Termly