



Aspire Learning Trust Accessibility Policy.

CEO			
CEO – Dr Matthew Laban			
Primary Schools		Secondary School	
New Road Primary and Nursery School	Park Lane Primary and Nursery School	Sir Harry Smith Community College	
Executive Head teacher Mr Rob Litten		Principal Ms Dawn White	
Executive Deputy Head teacher Rachel Bains		Deputy Principal Ms Anna Wahlandt	
Primary Special Educational Needs Co-ordinator (SENDCo) Mrs Frances Light-Rudland FLight-Rudland@aspirelearningtrust.com	Special Educational Needs Co-ordinator (SENDCo) Mrs Laura Lancaster LLancaster@sirharrysmith.com	Primary Special Educational Needs Co-ordinator (SENDCo) and Transition lead Mrs Frances Light-Rudland FLight-Rudland@aspirelearningtrust.com	
Nursery, Reception and Year 1 Phase SENDCo Mrs Shelly Ruggles	Lower School Phase SENDCo Miss Louise Tansley	Deputy SENDCo Miss Georgia Purdy	
Year 2 and 3 Assistant Phase SENDCo Mrs Jodie Jarvis	Upper School Phase SENDCo Miss Charlotte Jones		

Updated: September 2025



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Note on terminology: Aspire Learning Trust provides education at all ages and stages. For this reason, the term CYP (Child and Young Person) will be used throughout this policy in reference to children, pupils and students.

Vision statement:

- **Purpose of the plan**

The purpose of this plan is to show how New Road Primary and Nursery School, Park Lane Primary and Nursery School and Sir Harry Smith Community College intends, over time, to maintain the accessibility of our school for pupils, staff and visitors. Aspire Learning Trust is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and or cultural needs.

- **Our Aims**

We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the school.

This Accessibility Plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all pupils with a disability can take full advantage of the education and associated opportunities provided by New Road Primary and Nursery School, Park Lane Primary School and Nursery and Sir Harry Smith Community College.

- **Definition of Disability**

(Equality Act 2010)

“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”

Physical or mental impairment includes sensory impairments and also hidden impairments.

‘Substantial’ means ‘more than minor or trivial’. ‘Long-term’ means has lasted or is likely to last more than 12 months.

The Equality Act (2010) definition is broad and includes a wide range of impairment, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes, or epilepsy, where the effect of the impairment on the individual’s ability to carry out normal day-to-day activities is substantial and long-term.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

This plan reflects new statutory requirements for the setting of Equality Objectives.

The Accessibility Plan is structured to complement and support Aspire Learning Trust's Equality Objectives and will be published on the school website.

The Accessibility Plan will contain relevant and timely actions to enable all stakeholders to access: the curriculum, the physical environment, and information:

Curriculum

Ensure access to the curriculum for pupils with a disability, ensuring that pupils with a disability are as equally prepared for life as are our pupils who do not have a disability; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.

Process for identifying barriers

- Monitoring of class teaching, learning support and impact on progress
- Individual pupil provision reviews (SENDCo's)
- Feedback and input from parents and external agencies
- Governor visits

- **Documents and Policies**

The Accessibility Plan should be read in conjunction with the following school policies, strategies and document:

- Equality Policy
- Health and Safety Policy
- Fire Evacuation procedure
- Individualise Risk Assessments
- PEEPs
- Special Educational Needs and Disability Policy
- Behaviour Policy

- **Plan Availability**

The Trust makes the Accessibly Plan available in the following ways:

- On each school and trusts website
- Copies from each school site office/Receptionist team

- **Objectives for improvement for 2025-2026**

• The SENCo, Senior Leader (SLT) with responsibility for Attendance and Governors will monitor termly the performance of groups of

- pupils including those with disabilities to ensure that they make appropriate progress.
- The SENCo, Senior Leader (SLT) with responsibility for Attendance and Governors will monitor half termly the attendance of groups of pupils including those with disabilities.
 - Senior Leader (SLT) with responsibility for Attendance will ensure the needs and views of pupils with disabilities are represented by pupil leadership groups.
 - The SENCo will ensure that all staff are aware of current practice (including support staff) to ensure the needs of all pupils are met effectively.
 - Governors and senior leaders will ensure this Accessibility Plan and the school site is reviewed annually.
 - The SENCO will audit staff training and provision of auxiliary aids.

Physical Access

Maintain access to the physical environment of the school to include full access to all areas of the school used by pupils and their families; and where feasible to provide access to other users of the school site.

Process for identifying barriers

- Monitoring of site accessibility by senior leaders and the site manager
- Feedback and input from parents and external agencies
- Governor visits

Mrs Frances Light-Rudland co produced with Mrs Laura Lancaster

Updated January 2025

Primary SENDCo / Secondary SENDCo

Access Audit:**New Road Primary and Nursery School:**

Feature	Description	Actions to be taken	Person responsible	Date to complete action by
Number of storeys	Part of the school is on two levels	Annual maintenance checks occur. All people walk on the left of corridors and stairs	Site manager	Annual
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre	Corridors to be tidy and free from obstructions. Left access to level two.	All school staff	Daily check
Parking bays	Multiple parking bays including two disabled bays with a dropped curb	N/A	Site manager	N/A
Entrances	Front doors are electronic and open/close on approach. All entrances are accessible for wheelchairs and wide enough for manoeuvre.	Entrances to be tidy and free from obstructions	All school staff	Daily check
Ramps	None required, lift available Fire Evacuation Chair at the top of each stairwell in the new part of the build	N/A	N/A	N/A
Toilets	Toilets available on both levels, including disabled toilets	Emergency pull cords check to ensure working correctly on a regular basis Access clear and free of obstructions	Site manger All school staff	Every month
Reception areas	Single story, accessible for all	Ensure the area is tidy and free from obstructions	All school staff	Daily check
Internal signage	Most rooms and toilets are labelled around school	To be designed and positioned to inform those with visual impairment and wheelchair users	Site manager	Annual
Emergency escape routes	Labelled well and clearly displayed around school PEEP/Risk Assessments in	Continue to ensure signs are maintained Site and SENDCo team to co-	Site manager SLT SENDCo Team	Ongoing

	place as and where needed	produce with parents and CYP as and where needed		
Fire alarms	Currently auditory alarm in place	Individuals with disabilities are assigned an adult to assist when the fire alarm is going off	Site manager SLT SENDCo Team	Ongoing
Doors	Most doors are accessible for people standing and sitting in a wheelchair and they can see each other from either side of the door. Fob keypads are positioned at appropriate levels	Daily checks to ensure fob keypad functions	Site manager SLT	Ongoing
Loop hearing aids	Loop hearing aid devices at all main school receptions	Site to look into purchasing these and putting into place	Site manager	Ongoing
Lifts	Positioned in the new build on the ground floor to access level two	Annual maintenance carried out	Site manager	Ongoing
Disposals of sharps and bodily fluids	First aid has sharps bins and bags for disposing of bodily fluids that cannot go in the general waste bins	Sharps bins will be managed by medical professionals and or parents/school staff when need replacing. Body fluid bags will be supplied and kept in stock	School staff/parents	As and where needed
			Site manager	Ongoing

Park Lane Primary and Nursery School:

Feature	Description	Actions to be taken	Person responsible	Date to complete action by
Number of storeys	Whole school is on one level	Annual maintenance checks occur. All people walk on the left of corridors	Site manager	Annual
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre expect for North wing and part of West wing in the main building	Corridors to be tidy and free from obstructions. Discussions needed around making the space more accessible for those in a wheelchair.	All school staff	Daily check
Parking bays	Multiple parking bays including two disabled bays with a dropped curb	N/A	Site manager	N/A
Entrances	Front doors are not electric and do not open/close on approach. All entrances are accessible for wheelchairs and wide enough for manoeuvre.	Discussions needed around making the doors more accessible for those in a wheelchair – electric open/close. Entrances to be tidy and free from obstructions	Site manager All school staff	ASAP Daily check
Ramps	N/A	N/A	N/A	N/A
Access to school site and classrooms via North wing gate/North Wing and West Wing classrooms	Path leading from North Wing gate onto site is very narrow with two way traffic and pupils and adults navigating to their respective classrooms as well as general school traffic in and off site.	Investigate to see if there could be an extension to the path from North Wing gate round to West Wing classrooms to the main school playground. Narrow paths make it difficult for parents and pupils to navigate in the mornings and afternoons. Some of our parents and pupils have physical disabilities that mean	Site manager SLT	Ongoing Daily checks Costings Possible questionnaires to parents and pupils about what they want to see

		navigating can be difficult at busy times. Wider paths would ease this. Alternatively there needs to be a one way system in place via North Wing gate via North Wing classrooms and West Wing classrooms		
Toilets	Toilets available, including disabled toilets	Emergency pull cords check to ensure working correctly on a regular basis Access clear and free of obstructions	Site manger All school staff	Every month
Intimate Care Room	Designated space for all to access who need it. Specialist equipment to assist with intimate care needs, such as: Height adjustable changing mat Slings Hoist Toilet with personal hygiene cleaning facilities Height adjustable sink	Maintenance to be scheduled yearly	Site manager All school staff	N/A
Reception areas	Single story, accessible for all	Ensure the area is tidy and free from obstructions	All school staff	Daily check
Internal signage	Most rooms and toilets are labelled around school	To be designed and positioned to inform those with visual impairment and wheelchair users	Site manager	Annual
Emergency escape routes	Labelled well and clearly displayed around school PEEP/Risk Assessments in place as and where needed	Continue to ensure signs are maintained Site and SENDCo team to co-produce with parents and CYP as and where needed	Site manager SLT SENDCo Team	Ongoing
Fire alarms	Currently auditory alarm in	Individuals with disabilities	Site manager	Ongoing

	place	are assigned an adult to assist when the fire alarm is going off	SLT SENDCo Team	
Doors	Most doors are accessible for people standing and sitting in a wheelchair and they can see each other from either side of the door. Fob keypads are positioned at appropriate levels	Daily checks to ensure fob keypad functions	Site manager SLT	Ongoing
Loop hearing aids	Loop hearing aid devices at all main school receptions	Site to look into purchasing these and putting into place	Site manager	Ongoing
Lifts	N/A	N/A	N/A	N/A
Disposals of sharps and bodily fluids	First aid has sharps bins and bags for disposing of bodily fluids that cannot go in the general waste bins	Sharps bins will be managed by medical professionals and or parents/school staff when need replacing. Body fluid bags will be supplied and kept in stock	School staff/parents Site manager	As and where needed Ongoing

Sir Harry Smith Community College:

Feature	Description	Actions to be taken	Person responsible	Date to complete action by
Number of storeys	School is on two levels	Annual maintenance checks occur. All people walk on the left of corridors and stairs	Site manager	Annual
Corridor access	All corridors are accessible for wheelchairs and wide enough for manoeuvre	Corridors to be tidy and free from obstructions. Left access to level two.	All school staff	Daily check
Parking bays	Multiple parking bays including 6 disabled bays with a dropped curb	N/A	Site manager	N/A
Entrances	Front doors are electronic and open/close on approach. All entrances are accessible for wheelchairs and wide enough for manoeuvre.	Entrances to be tidy and free from obstructions	All school staff	Daily check
Ramps	None required, lift available	N/A	N/A	N/A
Toilets	Toilets available on both levels, including disabled toilets	Emergency pull cords check to ensure working correctly on a regular basis Access clear and free of obstructions	Site manger All school staff	Every month
Intimate Care Room	Designated space for all to access who need it. Specialist equipment to assist with intimate care needs, such as: a hoist, bed, hand rails, raised toilet	N/A	Site manager All school staff	N/A
Reception areas	Single story, accessible for all	Ensure the area is tidy and free from obstructions	All school staff	Daily check
Internal signage	Most rooms and toilets are labelled around school	To be designed and positioned to inform those with visual impairment and wheelchair users	Site manager	Annual
Emergency escape routes	Labelled well and clearly displayed around school	Continue to ensure signs are maintained	Site manager SLT	Ongoing

	PEEP/Risk Assessments in place as and where needed	Site, First Aid Team and or SENDCo team to co-produce with parents and CYP as and where needed	First Aid/SENDCo Team	
Fire alarms	Currently auditory alarm in place	Individuals with disabilities are assigned an adult to assist when the fire alarm is going off	Site manager SLT SENDCo Team	Ongoing
Doors	Most doors are accessible for people standing and sitting in a wheelchair and they can see each other from either side of the door. Fob keypads are positioned at appropriate levels	Daily checks to ensure fob keypad functions	Site manager SLT	Ongoing
Loop hearing aids	Loop hearing aid devices at all main school receptions	Site to look into purchasing these and putting into place	Site manager	Ongoing
Lifts	Positioned in the building on the ground floor to access level two in specific locations	Annual maintenance carried out	Site manager	Ongoing
Disposals of sharps and bodily fluids	First aid has sharps bins and bags for disposing of bodily fluids that cannot go in the general waste bins	Sharps bins will be managed by medical professionals and or parents/school staff when need replacing. Body fluid bags will be supplied and kept in stock	School staff/parents Site manager	As and where needed Ongoing

Appendix 1:
Risk Assessment:

SERVICE AREA / TEAM	
ACTIVITY / TASK	
COMPLETED BY & DATE	
REVIEW DATE	

What are the hazards?	Who might be harmed and how?	What are you doing already?	What further action is necessary?	Action by whom?	Action by when?	Done
<i><u>EXAMPLE</u> Lino flooring</i>	<i>Staff / visitors could be injured if they slip on spillages or trip over objects and fall</i>	<i>Floors in good condition Good lighting throughout Designated storage area Spills cleaned immediately (dry mopped)</i>	<i>Regularly monitor housekeeping and condition of floors</i>	<i>Site manager</i>	<i>Ongoing, weekly</i>	<i>Monitoring checklist now in place</i>

What are the hazards?	Who might be harmed and how?	What are you doing already	What further action is necessary?	Action by whom?	Action by when?	Done

What are the hazards?	Who might be harmed and how?	What are you doing already	What further action is necessary?	Action by whom?	Action by when?	Done

Appendix 2:

PEEP:

Personal Emergency Evacuation Plan (PEEP)

Use

The PEEP form is used to assess if a worker who has a disability, medical condition or injury (eg broken leg), needs assistance to complete emergency evacuations safely. 'Worker' mean employees – on all kinds of contracts – volunteers, people on work experience etc.

The manager and the worker confidentially discuss the worker's requirements and decide if assistance is needed. The PEEP is completed by the line manager, with the worker's full involvement. The completed PEEP sets out the arrangements and identifies the resources needed to support the worker to evacuate safely. If a worker needs a PEEP, the manager and worker will assess whether the worker needs a Supporting Attendance Risk Assessment (SARA). The manager and worker will complete a SARA, if appropriate.

Not all people with disabilities, medical conditions or injuries will need a PEEP, as many can evacuate safely using the normal methods. If a worker and manager disagree over whether a PEEP is needed, the manager will contact the Fire Safety Advisor for advice.

The PEEP should be reviewed at least once every 3 years. It should also be reviewed if it seems not to be working or if there are any significant changes (eg to the worker's needs, their work, the building etc). A copy of the PEEP is retained on the worker's HR records.

Communication

The PEEP should only be shared with the consent of the worker. It will only be shared with people who need this information, for example because they are responsible for taking actions to support the PEEP. Examples of people who might need to see the PEEP include:

- Assistants / 'buddies' identified in the PEEP;
- Fire Safety Advisor;
- Fire Wardens responsible for evacuation of the work area identified in the PEEP;
- First aiders if identified in the PEEP
- Facilities Management if identified in the PEEP (for example, if adaptations are required to a building under their control);
- Other persons identified in the PEEP.

**WORKER COVERED BY
PEEP**

**WORK LOCATIONS COVERED
BY PEEP**

COMPLETED BY & DATE

Evacuation step	Yes / No / N/A	More action needed? Describe what you will do	Who will do it and when?
1. Raising the alarm			
Is the fire evacuation information (eg fire action notices) presented in a format that is accessible for the worker?			
Is the worker able to raise the alarm in the usual way?			
Is the worker able to detect when the alarm is raised in the usual way (eg hear alarm)?			
Is the worker able to detect and respond appropriately to verbal instructions (eg from Fire Warden)?			
2. Evacuation			
<i>Section 2 is in priority order (safest and easiest to do, first). Put 'Yes' for the method you've chosen. Before you put 'No', consider if the option could be adapted to be used safely. If this is not possible, put 'No' and go to next option. Once you've picked a method, put 'N/A' for the rest of the options and go on to Section 3.</i>			
2a. Independent evacuation via the usual evacuation routes			
Is the worker able to evacuate using the usual routes (choose only one option in Section 2):			
Without assistance, at the same time and speed as other people?			
Without assistance, after other people and more slowly, but within a reasonable time (not more than 5 minutes to assembly point)?			
2b. Supported evacuation via the usual evacuation routes			
If the worker has assistance, is the worker able to evacuate (choose only one option in Section 2):			
Using the usual routes, at the same time and speed as other people? <i>If 'Yes', describe the assistance required.</i>			
Using the usual routes, after other people and more slowly, but within a reasonable time (not more than 5 minutes to assembly point)? <i>If 'Yes', describe the assistance required.</i>			

Evacuation step	Yes / No / N/A	More action needed? Describe what you will do	Who will do it and when?
2c. Independent evacuation via alternate evacuation routes			
Is the worker able to evacuate using alternate routes <i>(choose only one option in Section 2):</i>			
Without assistance, at the same time and speed as other people?			
Without assistance, after other people and more slowly, but within a reasonable time (not more than 5 minutes to assembly point)?			
2d. Supported evacuation via alternate evacuation routes			
If the worker has assistance, is the worker able to evacuate <i>(choose only one option in Section 2):</i>			
At the same time and speed as other people? <i>If 'Yes', describe the assistance required.</i>			
After other people and more slowly, but within a reasonable time (not more than 5 minutes to assembly point)? <i>If 'Yes', describe the assistance required. If No', seek advice from Fire Safety Advisor to identify a solution.</i>			
3. Assembly point			
Is the usual assembly point accessible to the worker?			
Can the usual assembly point be made accessible for the worker by the provision of assistance or equipment (eg a seat)? <i>If 'No', seek advice from Fire Safety Advisor to identify a solution / alternate assembly point.</i>			
4. Worker's preferred evacuation route from workplace <i>Describe route or attach a plan / map marked with route and labelled with any key locations eg refuge point for resting in, if required.</i>			

Evacuation step	Yes / No / N/A	More action needed? Describe what you will do	Who will do it and when?
<p>5. Worker's 'plan B' evacuation route(s) from workplace, if preferred route is blocked (for example by fire) <i>Describe route or attach a plan / map marked with route and labelled with any key locations eg refuge point for resting in, if required.</i></p>			

6. Manager's checklist:

Type of support	Required? Yes / No / N/A	Action required ensure this support is available for the worker when needed <i>Such as planning staff rota, storage location for equipment etc.</i>	Sign and date to confirm this has been put in place
<p>Equipment <i>eg chair for assembly point, vibrating alert linked to fire alarm, evac chair.</i></p>			
<p>Assistants / 'buddies' <i>List names of buddies and how they will be contacted eg if worker is in the toilet when the alarm is raised.</i></p>			
<p>Training for assistants / 'buddies' <i>eg evac chair training, autism awareness, mental health awareness.</i></p>			
<p>Check action points identified earlier in this form have been completed</p>	Yes		