

Accessibility plan

Ashwood Park



Approved by: Governing body

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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 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

Across the school there are a significant number of children with a range of needs including hearing impairment, visual impairment, physical and medical needs and a range of communication and learning difficulties. 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. We are a fully inclusive school.

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.

If you have any concerns relating to accessibility in school, please contact us.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. 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.

	OBJECTIVE	STRATEGY	TIME FRAME	SUCCESS CRITERIA	MONITORING
	<i>IMPROVING ACCESS TO THE CURRICULUM</i>				
	To ensure that teaching is adapted to meet the needs of all pupils so that they can fully access the curriculum, including the use of computing.	<ul style="list-style-type: none"> • Initial meeting at beginning of academic year with SENCo, class teacher and teaching assistant to discuss child's attainment, specific needs and resources. • Whenever possible, discussion with child and parents. • All staff to consider the needs of pupils in their care, when completing medium and short term planning. • Regular SEND progress meetings with teaching staff. • Individual support plans which include recommendations of adjustments to enable them to fully access the curriculum. • Staff training to ensure that staff are aware and using a graduated approach to SEND. • Pastoral support, adapted planning, S&L programmes. Access arrangements for 	Ongoing	Pupils with disabilities accessing a relevant, appropriately resourced curriculum	SENDCO Class teacher Teaching assistant

Short term		<p>assessments.</p> <ul style="list-style-type: none"> • Ensure appropriate software is installed and that equipment meets the needs of individual pupils e.g. an enlarged keyboard 			
	To use appropriate specialist equipment to benefit individuals.	<ul style="list-style-type: none"> • Equipment appropriate to pupils' needs provided. • Sensory cushions, sloping boards for writing, enlarged print, coloured overlays/books, Hearing impairment equipment. 	Ongoing	Pupils mental well-being is catered for & pupils achieve positive outcomes.	SENDCO Staff
	To ensure that pupils with disabilities have equal access to extra curricular activities e.g..breakfast and after-school clubs, P.E activities.	<ul style="list-style-type: none"> • Identify numbers of pupils with SEN accessing extra curricular activities • Class teacher/teaching assistant to ensure that information regarding extra curricular activities is given to pupil and, if necessary a note made in home/school diary. • Person responsible for organising activity to ensure that pupil has equal opportunity for participation • Person responsible for organising activity to liaise with SENCo/parents so that support is in place 	Ongoing	<p>Pupils with disabilities given all information regarding extra curricular activities</p> <p>Pupils with disabilities given equal access to extra curricular activities</p> <p>Support in place, if necessary, for pupil participation</p>	Class teacher Teaching assistant SENDCO Activity leader

Medium term	To improve access to spoken information within school	<ul style="list-style-type: none"> • Update the older Soundfield system in school. • Use of black screens in the classrooms. • Use of visual timetables throughout school. • Use of sign language throughout school. • Use of text service to share information with parents and online dinner booking system 	Ongoing (subject to funding)	Pupils and parents have improved access to spoken information within and from school.	RBD unit SLT SENDCO
	To improve access to written information for children	<ul style="list-style-type: none"> • ICT used to provide written information in different print sizes • Pupils with visual impairments assessed by VI service to determine preferred print size. • Overlays used where necessary. 	Ongoing	Pupils have improved access to written information within school	SENDCO Staff
Long term	Ensure that teaching staff and LSAs have access to relevant training for specific children	<ul style="list-style-type: none"> • Utilise existing experience/skills when organising classes/as children move year groups • Assess training needs of staff working with specific children • Allocate funding for such training 	Ongoing	Increased confidence of staff working with pupils with disabilities	SLT SENDCO
<i>IMPROVING THE PHYSICAL ENVIRONMENT</i>					

Short term

To review accessibility to all areas of school	<ul style="list-style-type: none"> • Learning Walk focusing on accessibility to both inside and outside environment 	Reviewed regularly	Accessibility to all areas of school environment evaluated	Headteacher SENDCO Caretaker
To ensure that all disabled pupils can be safely evacuated.	<ul style="list-style-type: none"> • Risk assessments and PEEP in place for identified children • Risk assessments and PEEPS shared with relevant staff. • Whole school evacuation plan written and shared with staff. 	Reviewed July each year, ready for the new academic year or as necessary if new needs arise	Risk assessment and PEEPS in place for identified children. Whole school evacuation plan in place.	Headteacher SENDCo DSL
To ensure care room is well maintained and all equipment easily accessed	<ul style="list-style-type: none"> • Senco and Caretaker to ensure care room is clear and accessible • Regular checks by caretaker to ensure care room is well-maintained 	Reviewed regularly	Care room cleared and maintained in appropriate condition	Caretaker SENCo
All outdoor steps clearly marked and visible	<ul style="list-style-type: none"> • Caretaker to monitor the paint of all yellow lines on outdoor steps 	Reviewed regularly	All yellow lines visible on outdoor steps	Caretaker

	<p>The school is fully aware of the access needs of disabled children, staff, parents and carers.</p>	<ul style="list-style-type: none"> • Access needs are discussed with parents and support agencies upon a child's entry to nursery/reception or school • Risk assessments and/or PEEPS in place for children • Adults are encouraged to discuss their access needs with an appropriate member of staff. Any arrangements necessary are made to meet these needs. Risk assessments in place as appropriate 	Ongoing	<p>Children's access needs addressed and all staff aware</p> <p>Staff/governors' access needs considered</p> <p>Parents' and carers' needs considered</p>	<p>Head SENDCO</p> <p>Teaching staff</p>
<p>Medium Term</p>	<p>To ensure that all classroom equipment and resources are accessible for all pupils</p>	<ul style="list-style-type: none"> • SENCo/Head teacher to carry out Learning Walk, focusing on accessibility of classroom resources and equipment • SENCo/Head teacher to discuss any issues with staff • 1:1 support staff to identify any issues. 	Ongoing	<p>Classroom resources accessed by all pupils</p>	<p>Head SENDCO</p>
<p>Long term</p>	<p>To improve access to the building and its facilities for wheelchair users.</p>	<ul style="list-style-type: none"> • Ensure current facilities are wheelchair accessible • School regularly monitor the building and facilities. 	Ongoing (subject to funding)	<p>Access to building for wheelchair users is improved</p>	<p>Premises staff and Govs</p>

	To ensure safe parking for disabled staff/parents/carers and visitors.	<ul style="list-style-type: none"> To provide a safe parking space for disabled children, parents, carers, staff and visitors 	Ongoing (subject to funding)	Designated disabled parking is available for staff/parents/visitors etc.	Premises staff and Govs
	To reduce the volume of noise travelling between the classrooms.	Soundproofing of roof space in the ceiling.	Completed and reviewed regularly	Reduction in the volume of noise travelling between the classrooms.	Premises staff and Govs
IMPROVING THE DELIVERY OF WRITTEN INFORMATION					
Short term	Availability of written material in alternative formats	<ul style="list-style-type: none"> The school will make copies of information available in a larger print if necessary. 	Ongoing (subject to funding)	Delivery of information to the disabled improved	SENDCO
	Visual timetables in all classrooms – written or pictorial, depending on age and needs of children Individual desktop timetable in place for identified children	<ul style="list-style-type: none"> Pictures/symbols for timetables shared with staff and available on Teams SENCo to check timetables are clearly visible to all children Children needing individual timetables are discussed during initial meeting each academic year 	Ongoing	All children have access to a visual timetable	Teaching staff SENDCO
Medium term	To ensure the school website is updated so that parents are able to access current policies and plans	<ul style="list-style-type: none"> All relevant information is available on the school website. Links in place to all relevant policies and plans Parents informed via newsletter/text message 	Ongoing	Website is full up to date and online.	SLT SENDCO

Long term	To ensure that all information sent to parents/carers is in a format relevant to their needs: large print, Braille, other languages	<ul style="list-style-type: none"> • Encourage parents to discuss needs with an appropriate member of staff. Respond accordingly. • Make use of online translation materials and programmes. 	Ongoing	Printed materials sent home is in a format that meets the needs of individual parents.	Teaching staff Office staff SENDCO
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Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Anti-Bullying policy
- Supporting pupils with medical conditions policy
- School improvement plan
- Special educational needs (SEN) information

