

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, complex 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.

OBJECTIVE	STRATEGY	TIME FRAME	SUCCESS CRITERIA	MONITORING
<i>IMPROVING ACCESS TO THE CURRICULUM</i>				
Ensure SEN delivery forms an integral part of the curriculum delivery	Establish the needs of staff with regard to curriculum delivery. Participate in appropriate Children's Services programmes, e.g. SALT, VI, PIMIS	Ongoing (subject to funding)	Staff fully conversant with delivering SEN within the curriculum. Staff aware of strategies to meet needs of pupils with SEN	SENCO SLT
Ensure school is able to accommodate needs of SEN admissions	Effective communication between SENCO, School Office, Admissions Officer, outside agencies, parents	Ongoing (subject to funding)	Staff are able to provide the necessary support to pupils with SEN	SENCO SLT
Improved access to spoken information within school	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
Improved access to written information for children	ICT used to provide written information in different print sizes Pupils with visual impairments assessed	Ongoing	Pupils have improved access to written information within school	SENCo Staff

	by VI service to determine preferred print size. Overlays used where necessary.			
IMPROVING THE PHYSICAL ENVIRONMENT				
Ensure that disabled access to the building and its facilities are maintained	Year 5 and 6 area is now fully accessible. Regular access audits to the building and its facilities carried out by the link buildings governor.	Ongoing (subject to funding)	Continued evaluation identifies any necessary modifications	Premises staff and Govs
Improve access to the building and its facilities for wheelchair users.	All areas of the school are fully wheelchair accessible. School regularly monitor the building and facilities.	Ongoing (subject to funding)	Access to building for wheelchair users is improved	Premises staff and Govs
Safe parking for disabled staff/parents/ carers and visitors.	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
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
Evacuate children and adults safely from the premises.	Whole school evacuation plan written and shared with staff.	To be reviewed by DSL	Whole school to have followed the evacuation plan and be able to evacuate safely.	DSL

To set up a personal emergency evacuation system for pupils with medical disabilities	PEEPs in place for all pupils assessed as requiring personal evacuation plans for medical needs.	Reviewed annually	All children who need a PEEP for a medical need to have had one written, shared with and signed by parents.	Class teachers, SENCO, SLT
<i>IMPROVING THE DELIVERY OF WRITTEN INFORMATION</i>				
Availability of written material in alternative formats	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	SENCO
School website	All relevant information is available on the school website.	Ongoing	Website is full up to date and online.	SLT

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 report

