



Ashford Park Primary School
'Inspiring a love for lifelong learning'

Equality & Accessibility Plan

| Status of Policy | Date |
|---------------------------|------------|
| Policy written / reviewed | March 21 |
| Agreed by staff | N/A |
| Review | March 2024 |

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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

Ashford Park aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind which will enable them to fulfil their potential, regardless of disability.

This 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.

Ashford Park Primary School is a Surrey maintained school and as such is able to seek advice from the LA and in addition buys back support services from Strictly 4S.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included the needs of our current 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.

| Aim | Current good practice <i>Include established practice and practice under development</i> | Objectives <i>State short, medium and long-term objectives</i> | Actions to be taken | Person responsible | Date to complete actions by | Success criteria |
|--|---|---|---|---|-------------------------------|--|
| Increase access to the curriculum for pupils with a disability | <p>Our school offers a differentiated curriculum for all pupils</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils</p> <p>Learning and pastoral intervention programs are implemented to enable pupils to fill gaps in their skills or learning</p> <p>Access to outside agencies/professionals to support needs e.g Occupational therapists, Speech and language therapists, physiotherapists</p> <p>Resources tailored to the needs of pupils who require support to access the curriculum.e.g, sloping writing boards, standing desks, fidget toys.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>'The Cove' Nurture area to support pupils who require a</p> | <p>1. Continue to provide adaptations to the curriculum where appropriate, for specific children/groups of children.</p> <p>2, To embed a range of communication methods to ensure pupils with disabilities can access communication and communicate with others.</p> | <p>Inclusion Lead to SEN curriculum updates</p> <p>Liaise with professionals where appropriate for advice on adapting the curriculum for individuals/groups</p> <p>Continue to embed a range of communication approaches</p> <ul style="list-style-type: none"> • Pictorial or symbolic representations • Makaton • Pictorial Exchange System (PECs) | <p>Inclusion lead Centre Manager</p> <p>Inclusion Lead Centre Manager</p> | <p>Ongoing</p> <p>Ongoing</p> | <p>All children are able to access a full curriculum.</p> <p>All pupils regardless of disability have the tools to communicate well with others.</p> |

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| | <p>separate space to access the curriculum or some time to become emotionally ready for learning</p> | | <p>Intensive focus on speech and language in Reception and Year 1 – Speech and Language Therapist, Neli programme, speech link assessments.</p> | | | |
| <p>Improve and maintain access to the physical environment.</p> | <p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays on school site • Disabled toilets and shower and changing facilities • Electronic Entry System at certain locations including SEN Centre • Adapted Lockdown alarm in Centre | <p>To expand the Acorn Centre unit to adequately support the varied needs of the children, including – additional toilets</p> <p>group/breakout/calming space.</p> <p>Space for outside agencies to deliver interventions to children</p> | <p>Liaison with Surrey LA and SEN about project.</p> | <p>Surrey LA Headteacher</p> <p>Centre Manager</p> <p>School Business Manager</p> | <p>2022</p> | <p>Acorn Centre can safely accommodate SEN children.</p> <p>Centre building and environment to enable children’s EHCP needs to be well met.</p> <p>Appropriate facilitates in place e.g additional disabled toilet, Space for intervention work, calming space</p> |

4. 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:

- Health and Safety Policy
- Equal Opportunities Policy
- Special Educational Needs (SEN) Policy
- Supporting pupils with Medical Conditions Policy

Appendix 1: Accessibility audit

| Feature | Description | Actions to be taken | Person responsible | Date to complete actions by |
|-------------------|--|---|--------------------|-----------------------------|
| Number of storeys | One storey, no internal steps | | | |
| Corridor access | Wide corridors throughout the school facilitating wheel chair access | Ensure corridors stay tidy and clutter free | Caretaker | Ongoing |
| Parking bays | 2 Disabled parking bays | Ensure parking bays are used correctly – blue badge holders | Caretaker and SLT | Ongoing |

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|----------------------------------|--|--|---|---------|
| Entrances | Width accessible for wheel chair use | Doors cannot be opened independently by wheelchair users, this will be subject to on-going assessment dependent on the needs of the school community | Inclusion Lead School Business Manager | Ongoing |
| Ramps | Ramped access from some classrooms and to access the playground Portable ramps used where necessary to facilitate access | Ongoing purchase of portable ramps where necessary | Inclusion Lead School Business Manager | Ongoing |
| Toilets | Five disabled toilets on site Two other toilets fitted with handrails | Ongoing maintenance | Caretaker School Business Manager | Ongoing |
| Internal signage | Fire exits are clearly marked Fire extinguishers are clearly marked Fire and lockdown alarms are clearly marked Disabled toilets are clearly marked | Ongoing maintenance of existing signage | Caretaker | Ongoing |
| Emergency escape routes | Each classroom has 2 escape routes detailed displayed on the wall | Ongoing maintenance of existing signage | Caretaker | Ongoing |
| Noise reduction panels (acoustic | New build classrooms have these | | | |

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| boards) | installed to reduce background noise which supports individuals with hearing impairment and noise sensitivity. | | | |
| Private spaces for children to receive ongoing medical support. | Private areas for children to receive medication such as insulin injections for children with diabetes. | | | |