

# Accessibility plan

## Ashford Park Primary School



**Approved by:** Amanda Woods

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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 LEA and in addition buys back support services from Babcock 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
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupil</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils</p> <p>All pupils are provided with a half termly 1;1 mentoring meeting with their class teacher to identify curriculum strengths and areas for development</p> <p>Learning and pastoral intervention programs are implemented to enable pupils to fill gaps in their skills or learning</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p>	<p>1,Continue to provide adaptations to the curriculum where appropriate for specific children/groups of children</p> <p>2,To use 'The Thrive Approach' to enable children to understand and change their behaviour</p>	<p>Attend SEN curriculum updates</p> <p>Liaise with professionals where appropriate for advice on adapting the curriculum for individuals/groups</p> <p>3 staff members across the school to receive training and become Thrive Practioners.</p> <p>Practioners to cascade training to other staff</p>	<p>Inclusion lead Centre Manager</p> <p>Assistant Head Cove Leader Centre teaching assistant</p>	<p>Ongoing</p> <p>Summer 18</p>	<p>Children working below the National Curriculum to be offered a curriculum in line with Rochford Report recommendations.</p> <p>Thrive approach being used consistently across the school</p> <p>Reduction in behaviour incidents</p> <p>Increased access to curriculum for individuals previously demonstrating challenging behaviours</p>

	<p>Development of 'The Cove' Nurture area to support pupils who require a separate space to access the curriculum or some time to become emotionally ready for learning</p>	<p>To embed the use of 'The Cove' as a resource to ensure children are ready to access their learning</p>	<p>Cove to be re-established in a more central location</p> <p>Children/staff to be reminded of the purpose of The Cove</p> <p>Increase resources required to meet the needs of the pupils who access the Cove e.g sensory resources</p> <p>Cove to be used for therapeutic interventions</p>	<p>Cove Leader Inclusion Leader</p>	<p>Jan 18</p>	<p>Cove accessed appropriately and pupils return to class emotionally ready to complete their learning</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"> <li>• Ramps</li> <li>• Corridor width</li> <li>• Disabled parking bays on school site</li> <li>• Disabled toilets and shower and changing facilities</li> <li>• Electronic Entry System in Centre</li> <li>• Adapted Lockdown alarm in Centre</li> </ul>	<p>To extend the Learning and Additional Needs provision to accommodate more children and facilities including a disabled toilet.</p>	<p>Building works</p>	<p>Centre Manager School Business Manager</p>	<p>Autumn 2017</p>	<p>Centre can accommodate a total of 22 - 24 Key Stage 1 and 2 children with a range of needs including mental a physical</p>

<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Makaton</li> <li>• Pictorial Exchange System (PECs)</li> </ul>	<p>To ensure staff working with pupils with a specific speech and language disability are fully trained to support their needs</p> <p>All classrooms to contain visual prompts to support all learners</p>	<p>Ongoing SALT input and training</p> <p>Inclusion leader to ensure training given on visual aids is evident in all classrooms</p>	<p>Inclusion leaders Centre Manager</p> <p>Inclusion leader</p>	<p>Ongoing</p> <p>Oct 17</p>	<p>All pupils regardless of disability are able to access communications</p> <p>All classrooms displaying/using visual aids (especially EYFS and KS1) e.g visual timetables, now/next boards</p>
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## 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:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- 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	Caretaker	Ongoing

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	SENCO 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	SENCO School Business Manager	Ongoing
Toilets	Five disabled toilets on site Two other toilets fitted with handrails One toilet fitted with a hoist	Ongoing maintenance and servicing of hoist	School Business Manager	Ongoing
Reception area	Reception	DDA Compliant Reception Desk		
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

