



TITLE:	ACCESSIBILITY PLAN
DATE ADOPTED:	16 <sup>th</sup> NOVEMBER 2015
REVIEW SCHEDULE:	2 YEARLY
DATE OF NEXT REVIEW:	NOVEMBER 2017

## ACCESSIBILITY PLAN

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Date of plan: April 2015

Date of review: April 2017

Member of staff responsible: Cath Fordham (SENCO)

The plan was reviewed and adopted by the Governors on 16.11.15



1. **Ashleigh C of E (VC) Primary School** strives to ensure that whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.
2. **Ashleigh C of E (VC) Primary School** aims to include all pupils, including those with disabilities, in the full life of the school. Our strategies to do this will include:
  - 2.1 having high expectations of all pupils to succeed
  - 2.2 finding ways in which all pupils can take part in the full curriculum including sport, music and drama
  - 2.3 planning out-of-school activities including all school trips and excursions so that pupils with disabilities can participate
  - 2.4 devising teaching strategies which will remove barriers to learning and facilitate participation for pupils with disabilities
  - 2.5 planning the physical environment of the school to cater for the needs of pupils with disabilities
  - 2.6 raising awareness of disability amongst school staff (teaching and non-teaching) through staff training
  - 2.7 by providing written information for pupils with disabilities in a form which is user friendly
  - 2.8 by using language which does not offend in all its literature and making staff and pupils aware of the importance of language
  - 2.9 by examining our library and reading books to ensure that there are examples of positive images of disabled people
3. **The definition of disability is:**
  - 3.1 “A person suffers 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.”
  - 3.2 Physical or mental impairments can include sensory impairments (such as those affecting sight and hearing) and learning difficulties. The definition also covers medical conditions when they have long-term and substantial effects on pupils’ everyday lives.
  - 3.3 We recognise:
  - 3.4 Our duty under the Equality Act 2010
  - 3.5 Schools and Las must ensure that:



3.5.1 A disabled person can benefit from what you offer to the same extent that a person without that disability can

3.5.2 Schools will provide adequate resources for implementing plans and must regularly review them.

3.6 Schools must implement accessibility plans which are aimed at:

3.6.1 improving the physical environment of schools to enable disabled pupils to take better advantage of education. This includes improvements to the physical environment of the school and physical aids to access education.

3.6.2. increasing access for disabled pupils to the school curriculum, this includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

3.6.3 improving the delivery of information to disabled pupils, this will include making written information available to disabled pupils and their families taking into account the parents' preferred format.

#### **4. Purpose of the plan:**

4.1 Improving the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and wider outcomes.

4.2 Ashleigh is situated in the heart of Barnstaple within an area of residential housing just off the main road through the town. There are 256 children on roll in mixed year group classes. Our school has disabled pupils on roll, with both physical and learning disabilities. Every year group has access to classrooms, the school hall, playground, library, Computing suite etc. Access into the main school building is good with ramps leading to the playground. Access to our main entrance is all via ramps as are 2 of our temporary buildings which house classrooms.

4.3 The school will make reference to accessibility when planning to include:

4.3.1 Limited kerbs

4.3.2 Adapted exterior surfaces

4.3.3 Easily accessible reception area

4.3.4 Clearly labelled escape route signage

4,3,5 Safe use of internal and external doors

4.3.6 Toilets and washing facilities

4.3.7 Lighting

4.3.8 Ventilation

4.3.9 Ramps

4.3.10 Handrails

4.3.11 Widened doors



## **5. Increase access for disabled pupils to the school curriculum**

- 5.1 At Ashleigh Primary, we aim to provide access to a full, broad and balanced curriculum. Improving teaching and learning lies at the heart of the school's endeavour. Through reflective practice and continued professional development we aim to enhance staff knowledge, skills and understanding to promote excellent learning opportunities for all children.
- 5.2 We will improve access to the curriculum for all disabled pupils, through adjustments made to the curriculum dependent on individual needs. Support will be provided through quality wave 1 teaching and high quality targeted interventions.
- 5.3 At Ashleigh C of E (VC) Primary School the staffing structure ensures sufficient staff, both teaching and support, are available to meet the needs of all pupils. In addition, children with statements of additional needs (moving to an Education, Health Care Plan) may have TA and MTA (meal time assistant) hours directed solely to meet the needs of that child. In cases where timetables are complicated and/or a member of staff is appointed this time and already works at the school, allocated hours may be split between more than one person. The needs of the child will always be the deciding priority.
- 5.4 In preparation for transition from class to class in September, the SENCO and Head Teacher will meet to identify which member of staff / room is best qualified / suited to support any disabled pupil. Training needs will be identified and booked as soon as is practical.
- 5.5 Notwithstanding movement of teaching and support staff due to promotion and recruitment, and following collaborative discussion, the parents of children with disabilities will be notified which members of staff will be working with their child by July each year.
- 5.6 Training and information for teachers/support staff will form part of the SENCO's role who will update staff on strategies for supporting children with specific learning difficulties/disabilities, so as to keep staff skills current. This may be prioritised by the needs of children currently on roll.

## **6. Improving the delivery of written information to pupils with disabilities**

- 6.1 The staff will identify those disabled children or parents who may require information such as handouts, timetables or information about school to be presented in different formats.
- 6.2 Information may be made available in alternative formats such as Braille, communicate in print, sound peps, audio tape and large print. We aim to send information within a reasonable timeframe and take account of the pupils'/parents' disabilities and their preferred format.



## 7. Other related school policies

7.1 Equality for disabled pupils is included as an explicit aim in all of the school's policies and is supported by the school's other policies including:

Teaching and Learning	Equality Policy
Behaviour Policy	Admissions policy/criteria
Policy for school trips and excursions	SEN policy
Exclusions	

## 8. Monitoring

8.1 Ashleigh C of E (VC) Primary School recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged and that monitoring leads to action planning. (Essentials are in **Bold** type)

8.2 Within the whole school monitoring and self-evaluation framework we will monitor:

-  **Attainment**
-  **Attendance**
-  Punctuality
-  Rewards
-  Sanctions
-  **Exclusions**
-  Response to support and intervention
-  SEND register
-  Setting/groups
-  Extra-curricular activities
-  Home learning
-  **Health and Safety issues**
-  **Selection & safer recruitment of staff**
-  **Governing body representation**
-  Parents attending consultation meetings
-  Parents' involvement in the life of the school



	Reference 3.6.1 TARGETS	Strategies	Timescale	Responsibility	Success Criteria
A.	The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors	<p>To have a DAF2 my plan for individual disabled pupils as part of their admission process as required</p> <p>Be aware of staff, governors' and parents' access needs and meet as appropriate</p> <p>Through questions and discussions find out the access needs of parents/ carers through parent questionnaire</p> <p>Consider access needs during recruitment process</p>	<p>As required</p> <p>Induction and ongoing if required</p> <p>Annually</p> <p>Recruitment process</p>	<p>SENCO/ Governors</p> <p>Headteacher</p> <p>Headteacher</p> <p>Headteacher</p>	<p>Plans in place for disabled pupils and all staff aware of pupils needs</p> <p>All staff and Governors feel Confident their needs are met</p> <p>Parents have full access to all school activities</p> <p>Access issues do not influence recruitment and retention issues</p>
B.	Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/ carers or visitors when considering any future redesign	Consider in any new development	Headteacher/ Resources Committee/ Governors	Disabled parents/ carers/visitors feel welcome
C.	Ensure all disabled pupils can be safely evacuated	<p>Put in place Personal Emergency Evacuation (PEEP) for all pupils with difficulties</p> <p>Develop a system to ensure all staff are aware of their responsibilities</p>	<p>As required</p> <p>Review annually</p>	<p>H&amp;S leader</p> <p>H&amp;S Leader</p>	All disabled pupils and staff working alongside are safe in the event of a fire
D.	Ensure equality of access to IT equipment	Alternative equipment in place to ensure access to all hardware including hall. Liaise with agencies for visually and hearing impaired on information with regard to visually and hearing impaired pupils	<p>Ongoing and as required</p> <p>Software may be required</p> <p>As required</p>	Computing Subject Leader	Hardware and software available to meet the needs of children as appropriate



	<b>Reference 3.6.2 TARGETS</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Success Criteria</b>
A.	Increase confidence of all staff in scaffolding learning opportunities in each session	Be aware of staff training needs on curriculum access  Seek advice from external agencies	Ongoing as required	Class Teachers	Raised staff confidence in strategies for scaffolding pupils learning and increased pupil participation
B.	Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs  Staff access appropriate CPD	As required	SENCO	Raised confidence of support staff
C.	Ensure all staff are aware of disabled children's curriculum access	Ensure clear targets on DAF2 my plans are regularly set and reviewed for disabled pupils. Information sharing with all agencies involved with child	As required	SENCO	All staff aware of individuals needs
D.	Use Computing hardware/software to support learning	Make sure software installed where needed	As required	Computing Technician	Wider use of SEN resources in classrooms
E.	All educational visits to be accessible to all	Develop guidance for staff on making trips accessible  Ensure each new venue is vetted for appropriateness	As required	Class Teacher	All pupils in school able to access all educational visits and take part in a range of activities
F.	Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports  Seek disabled sports people to come into school	As required	PE Subject Leader	All to have access to PE and be able to excel
G.	Ensure hearing equipment in classrooms to support hearing impaired	Seek support from hearing impaired agencies on the appropriate equipment	Ongoing	External Advisers	All children to have access to the equipment
H.	All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access	Ongoing and as required and as appropriate	Governors	All disabled staff, pupils and visitors able to have safe independent egress



	Reference 3.6.3 TARGETS	Strategies	Timescale	Responsibility	Success Criteria
A.	Review information to parents/carers to ensure it is accessible	<p>Provide information and letters in clear print in 'simple' English</p> <p>School office will support and help parents to access information and complete school forms or online registration if required</p> <p>Ensure website and all documents accessible via the school website can be accessed by the visually impaired</p>	<p>During induction</p> <p>Ongoing</p> <p>As required</p>	<p>Office</p> <p>Office</p> <p>Office</p>	<p>All parents receive information in a form that they can access</p> <p>All parents understand what are the headlines of the school information</p>
B.	Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication
C.	Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	Ongoing	SENCO with advice from Dyslexia lead (KL) and Anne Atherton	Staff produce their own information
D.	Provide information in other languages for pupils or prospective pupils who may have language difficulties	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENCO / EMA lead (MH)	Pupils and/or parents feel supported and included
E.	Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment	2015	Office	All can access information about the school