



Accessibility Plan

Version: July 2018

This Plan was adopted by:

The Directors of Ventrus Multi Academy Trust

on (date)

Signed by.....Chair of Directors

Review Date.....Signed.....

Review Date.....Signed.....

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

The Ashleigh C of E Primary School Accessibility Plan shows how access is to be improved pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to: -

Improve and maintain access to the physical environment of the school and/or to the curriculum and to make improvements the delivery of written communications.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy

And other relevant policies

Relevant reviews and associated audits will be carried out in a timely, manner in order to inform accessibility planning.

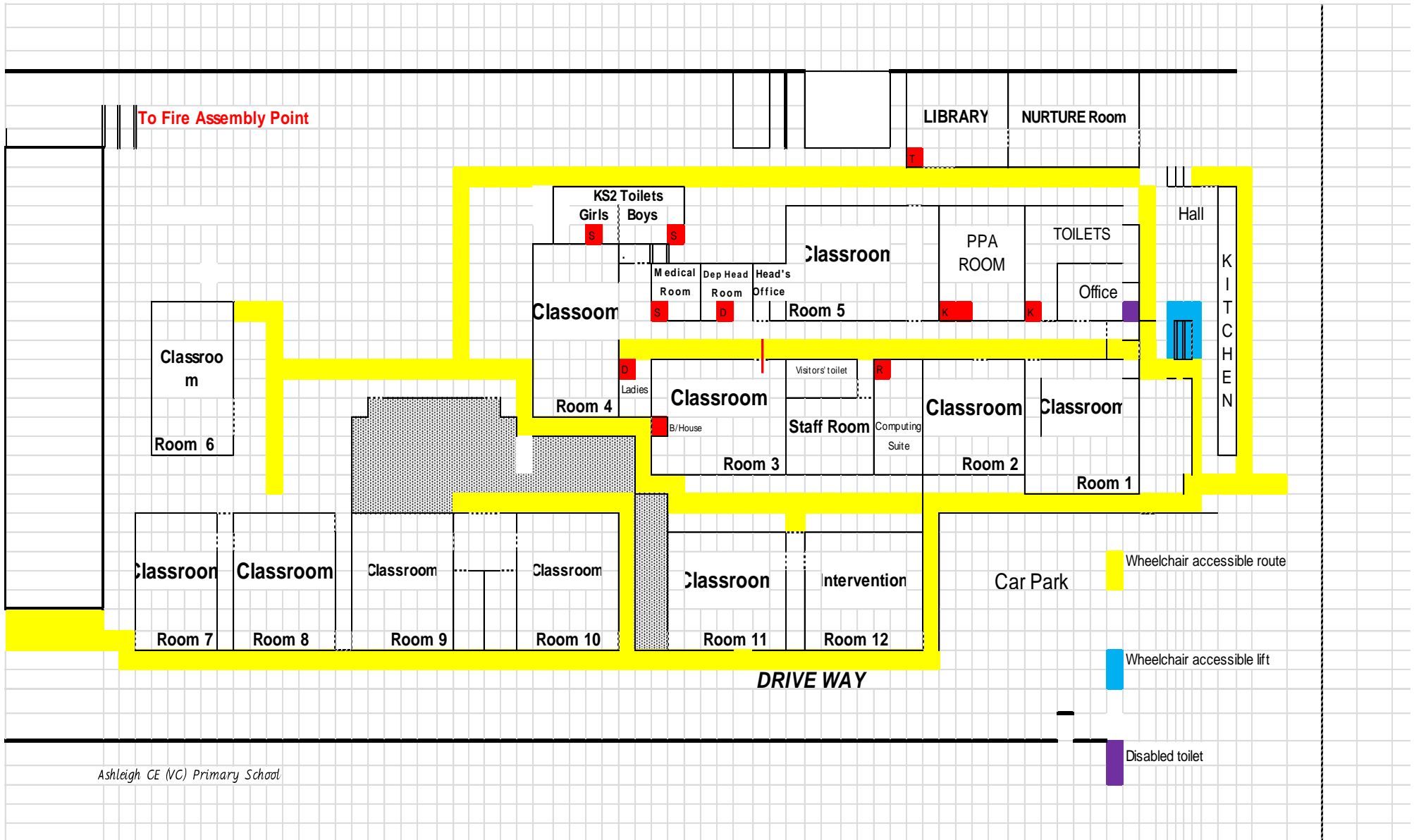
The Accessibility Plan will be published on the school website.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

Date _____

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.



Access Report Ref.	Item	Activity	Timescale	Cost
1.	External Steps	Re-paint all external steps with yellow highlighting paint. All external bannisters / railings near steps to be painted yellow.	As necessary	Cost of yellow paint.
2.	Stairs	Re-application of white paint / tape to indicate the Top steps of as appropriate.	As necessary	Cost of white paint / tape
3.	Wheelchair access to ASH 2	Alternative access other than up the stairs into Ash 2.	N/A	None – all the stakeholders to be aware of the alternative route.
4.	Disabled access toilet for adults.	Current men's / visitors toilet to be adapted to provide a disabled access toilet.	As funding becomes available to update the toilet / accessibility provision.	Prices to be sourced
5.	Existing children's toilets to be adapted to meet the needs of the children on roll in conjunction with our OT team.	Adaption of our current toilet facilities to meet the needs of the children on roll – non-permanent adaptations where	As necessary	Funding to be sourced in conjunction with OT team

Schedule 21: Action Plan A – Improving Physical Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	Corridor	Keep corridors clear from obstructions.	Immediate	High	None	Ongoing		
2	Wheelchair access to current KS1 building	When future building work is planned – rooms to be wheelchair accessible.	As funding for school site development becomes available.	Medium				
3.	Wheelchair access to bottom playground	When further building work is planned, independent child access to the bottom playground to be considered. Access is available but pupils have to be supervised by an adult as it is via the driveway.	As funding for school site development becomes available.	Medium				
3	Disabled parking	Spaces to be provided	Ongoing – 1 space currently available.	Medium				
4	Disabled Toilet	A disabled toilet is in place in the main building for children. No current facilities for disabled adults. Consider putting in one as part of future renovations	Ongoing	Low				
5	Changing and Shower facilities	Changing and Shower facilities to be available for pupils and staff as needed.	Ongoing	Low				

Ashleigh C of E Primary

ACCESSIBILITY PLAN

Schedule 22: Action Plan B – Improving Curriculum Access

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	Differentiation in Teaching	SLT to monitor quality of differentiation and provision for SEND pupils.	Ongoing monitoring	High				
2	Interventions	Deputy head to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups – to be linked with provision for areas of focus identified in Pupil progress meetings and for Pupil premium.	Spring term 2019	High	Resourcing costs of identified areas to develop			
3	Staff training in supporting pupils with SEND – focus on key areas of need within the school: SLCN, SPLD, ASD, Dyspraxia, as identified through observations, external agency recommendations. EP	Deputy head to plan the delivery of training where gaps in knowledge have been identified and seek external advice if necessary	Ongoing	High	External specialist costs			
4.	Classrooms are set up to promote the participation and independence of all pupils. Learning is scaffolded effectively to enable pupils to participate effectively and learning independently.	Deputy head to monitor the organisation of classrooms and the scaffolding of learning to ensure it meets the needs of all the pupils in the class.	Ongoing throughout the year	High				

Schedule 23 Action Plan C – Improving the Delivery of Written Information

Ref	Question	Recommendations	Time Scale	Priority	Cost	Date Completed	Responsibility	
							PFT	School
1	Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats.	Ongoing		Not applicable			
2	Review documentation on website to check accessibility for parents with English as an Additional Language	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional language.	Ongoing		Not applicable			