Ashleigh Primary School and Nursery, Wymondham

"We are all stars, Ashleigh makes us shine"

ACCESSIBILITY PLAN   2017–2020

Persons responsible: Inclusion Manager, Headteacher, Governors

Date of policy: January 2017   **Full Review: 3 Yearly - January 2020**
                                          Annual report on website: Each January

Adopted by Full Governing Body

Signed ....   **Date ....**

Chair of Governors

Review completed ....

Review completed ....

Review completed ....

Introduction

The Equality Act 2010 replaced previous discrimination law, including the Disability Discrimination Act, and provides a single piece of legislation.

Ashleigh is committed to providing a fully accessible environment to all children, staff, parents and carers, and visitors.

Accessibility planning

Schools and Local Authorities need to carry out accessibility planning for disabled pupils.

Accessibility plans in schools are aimed at:
1. Increasing the extent to which disabled pupils can participate in the curriculum, including out-of-school and after-school activities
2. Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
3. Improving the availability of accessible information to disabled pupils, staff, parents and carers, and visitors

Schools must also have regard to the need to provide adequate resources for implementing plans and must review them regularly.

Our aim is to continually reflect on individual needs, enabling all stakeholders including children to play their part in our community. We embrace diversity, which is shown by our partnership with Chapel Road Special School.

All targets from Accessibility Plan 2014 - 2017 aims were met, with the exception of becoming a signing school. Instead of this, pupils with hearing impairments were supported with bespoke provision.

1. Increasing the extent to which disabled pupils can participate in the curriculum

The curriculum covers teaching and learning and wider provision embracing after school clubs; leisure, sporting and cultural activities; and school trips.

Planning for improved access to the curriculum includes consideration of school and classroom organisation and support, timetabling, curriculum options, deployment of staff and staff information and training.

Curriculum audits can support the school to review patterns of achievement and participation by disabled pupils in different areas of the curriculum, e.g. the inclusion of physically disabled children in PE, and then to identify action to increase participation.

Improving participation in the curriculum

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers as appropriate, on differentiating the curriculum	Undertake a review of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum		Increase in access to the National Curriculum
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements		Increase in access to all school activities for all disabled pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils		Increase in access to the National Curriculum
Training for Awareness - Raising of disability issues, responding to need	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access		School and wider community will benefit from a more inclusive school and social environment
Individual needs are met through liaising with parents and professionals. The excellent practice already established will be continued.	Inclusion Manager to identify barriers, review and monitor individual requirements with professionals, parents, pupils on an ongoing basis	All individual needs are met in a timely manner		Opportunities for all - inclusive school Increase in access to the National Curriculum

2. <u>Improving the physical environment of schools</u>

This strand of the planning duty covers improvements to the physical environment of the school and physical aids to access education.

The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, floor coverings, signs, interior surfaces, room decor and furniture.

Improvements to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, communication aids, well designed (passive) room acoustics and way-finding systems.

The provision of 'quiet' areas and improvements to the physical safety of the environment, indoors and outdoors, may also enhance access for children with learning disabilities. Improved access in existing buildings can often be achieved by rearranging room space, removing obstructions from walkways, changing the layout of classrooms, providing designated storage space or reallocating rooms to particular subject specialisms. Physical aids to access education including ICT equipment, desks, chairs, writing equipment, science equipment etc. E.g. through enlarged computer screens and keyboards, concept keyboards, communication aids, switches, photocopying enlargement facilities, specialist desks and chairs and portable aids for children with motor co-ordination and poor hand/eye skills such as extra robust scientific glassware and specialist pens and pencils.

<u>Improving the physical access</u>

<u>Targets are currently in relation to the new build</u>

Target	Strategy	Timeframe
Disabled car parking	Bays to be signed	January 2018
Dropped kerbs either side of main vehicle entrance.	Pedestrian access improved	January 2018
Doors – new build	Anti-glare film to be applied to the doors	As new build, these will meet all current disability criteria
Accessible toilets	Meet regulations for accessible toilets	Replacement accessible toilet due October 2017. We will ensure current toilet is maintained until new one available.
Improve Reception facilities during building changes	The counter is lowered to a maximum height of 800mm, with knee-space under	These targets are both new spec, so architects will have met all necessary criteria.
Adapted wash basins to be at wheelchair height with space under for wheelchair to allow user to get close to wash basin – new build	To be moved to wheelchair height	

3. <u>Improving the availability of accessible information to disabled pupils</u>

This part of the duty covers planning to make written information normally provided by the school to its pupils – such as handouts, timetables, textbooks, information about school events – available to those with a disability (including those with significant low reading acquisition levels).

The school will provide alternative formats such as large print, the use of ICT and the provision of information orally, through lip speaking or in sign language where appropriate.
The information will take account of pupils' disabilities and views expressed by pupils or their parents about their preferred means of communication, due consideration will be given to information that is usually provided in a written format such as work sheets, timetables, school examination papers, newsletters, information about school events, trips and extra-curricular provision making them accessible to those with a disability.

Improving the delivery of accessible information

Target	Strategy	Outcome	Timeframe	Achievement
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.		Delivery of information to disabled pupils is improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Sample current school publications and promote the availability in different formats for those that require it	All school information available for all		Delivery of school information to parents and the local community is improved
Review documentation with a view of ensuring accessibility for pupils with sensory impairment	Seek advice from Hearing and Vision Support Service on alternative formats and use of IT software to produce customized materials.	All school information available for all		Delivery of school information to pupils & parents with visual difficulties improved