



Ashby Hill Top Primary School

Accessibility Plan

Review September 2024

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to increase access to education for disabled pupils

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- A. Increasing the extent to which disabled pupils have access to the school curriculum
- B. Improving the physical environment of the school to increase the extent to which disabled pupils and adults can take advantage of education and associated services
- C. Making written information accessible to pupils in a range of different ways

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

Definition of Disability:

Disability is defined by the Disability Discrimination Act 1995 (DDA):

'A person has 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.'

The purpose and direction of the school's plan: vision and values

At Ashby Hill Top Primary School, we are committed to giving all of our children every opportunity to achieve the highest standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter. Ashby Hill Top Primary School promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Our school aims to be an inclusive school. We actively seek to remove the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children:

- Girls and boys
- Minority ethnic and faith groups
- Children who need support to learn English as an additional language
- Children with special educational needs
- Gifted and talented children
- Children who are vulnerable

We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

Information from pupil data and school audit



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We currently have a whole range of children of all backgrounds, needs and abilities.

On 1st September 2018:

- Asthma
- Eczema
- Rare syndromes
- ADHD
- ASD
- Physical disabilities
- Allergies

We collect information from the Early Years settings, so that we are prepared for children when they arrive in school. We liaise with parents and professionals involved with the children to ensure we provide the right care for their needs.

Views of those consulted during the development of the plan

All people consulted value the ability of the school to cater for the differing needs of pupils. No issues were raised on a recent questionnaire.



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Accessibility Action Plan 2021-2024

A. Gathering Information

A. Increasing the extent to which disabled pupils have access to the school curriculum

Target	Actions	2021-2022	2022-2023	2023-2024	Responsibility
To ensure the school develops children's awareness of disability	<ul style="list-style-type: none"> Provide opportunities for children to meet with people with a variety of disabilities Review provision in other areas of the curriculum e.g. P.E. Purchase books and other resources that promote positive images of disability Invite disabled speakers/visitor to school assemblies, events 	✓	✓		HT SLT
To ensure pupils have full access to trips and extracurricular activities	<ul style="list-style-type: none"> Risk assessment prior to trips Plan trips and activities with parents to ensure access Provide support for pupils to ensure they can access out of hours activities 	✓	✓		HT SLT
To ensure staff are appropriately trained	<ul style="list-style-type: none"> Ensure that staff are able to identify and cope with children with disabilities such as dyslexia, ADHD, diabetes etc Ensure Teachers, TAs and governors have access to specific training for disability issues Ensure that all staff can differentiate the curriculum and are aware of SEN resources 	•	•		HT SLT

B. Improving the physical environment of the school to increase the extent to which disabled pupils and adults can take advantage of education and associated services

Target	Actions	2021-2022	2022-2023	2023-2024	Responsibility
To provide appropriate access to all users	<ul style="list-style-type: none"> Seek information on the needs of users and pupils Improve access to toilets for wheelchair users and those with mobility issues Provide aids for those who are visually impaired – e.g. mark edge of steps 	•	•		HT Govs
To ensure that disabled adults are considered equally with others for posts in the school	<ul style="list-style-type: none"> To welcome all applicants for vacant posts To encourage all members of the community to consider becoming a Governor 	✓	✓		Govs HT
To improve signage	<ul style="list-style-type: none"> Put up clear signs in the entrance and other areas – in different languages and formats Ensure that all disabled pupils/visitors are able to understand fire notices 	•	✓		HT

C. Making written information accessible to pupils in a range of different ways.

Target	Actions	2021-2022	2022-2023	2023-2024	Responsibility
To review information to parents/carers to ensure it is accessible	<ul style="list-style-type: none"> Ask parents/carers about access needs when a child is admitted to the school Ask parents/carers and children about access to information in review meetings 	✓	✓		Teachers SENCo
To increase support for parents of children with a disability	<ul style="list-style-type: none"> Ensure that the school prospectus explicitly welcomes children with a disability (SEN) Encourage parents of children with a disability to support their children's education 	✓	✓		HT
To help children become more aware of their own learning styles and access needs.	<ul style="list-style-type: none"> Give children opportunities to experience different learning styles Encourage children to define their preferred learning styles 	✓	✓		Teachers