Accessibility Plan
VERSION: September 2024
NEXT REVIEW: September 2027

Introduction and Background

Since 2005 all public authorities have a duty to promote disability equality; this includes schools and local authorities. The 2010 Equality Act adds further to this duty. Everything a school does must be fair, non-discriminatory and not put individuals or groups of people at a disadvantage. Where disabled pupils are placed at a substantial disadvantage, schools must consider whether any reasonable adjustment can be made to overcome that disadvantage.

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.

At Ashby Hill Top Primary School we are committed to:

- Promoting equality of opportunity between disabled people and those who are not disabled
- Eliminating discrimination
- Eliminating harassment related to disability
- Promoting positive attitudes towards disabled people and developing a culture of inclusion, support and awareness within the school
- Encouraging participation by disabled people in public life
- Taking steps to take account of disabled people's disabilities even where that involves treating disabled people more favourably than non-disabled people

The Accessibility Plan is a statutory document for schools. The Plan must be reviewed as required or at least every three years and approved by the Governing Body.

Purpose and Direction

Ashby Hill Top Primary School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, spiritual, social and cultural needs. We are committed to taking positive action in response to disability and to developing a culture of inclusion, support and awareness within the school.

Ashby Hill Top's Accessibility Plan outlines how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe. It anticipates the need to make reasonable adjustments to accommodate their needs where practical.

Our Accessibility Plan contains relevant and timely actions to increase access to the curriculum for pupils with a disability and expand and adapt the curriculum as necessary to ensure that pupils with a disability have equal access to curriculum opportunities. It covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, school community and cultural activities or school visits. It includes the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum.

It covers maintaining access to the physical environment of the school, adding specialist facilities as necessary. The plan will also consider improvements to the delivery of written information to pupils, staff, parents and visitors with disabilities, including letters.

Aims and Objectives

Our school's accessibility plans are aimed at:

- Increasing participation in all aspects of school life for children, staff, parents and visitors with disabilities
- Improving the physical environment of the school to enable disabled pupils to take better advantage of education, facilities and services provided
- Improving the availability of accessible information to disabled pupils and parents

We will do this by:

- reducing and eliminating barriers to access of the curriculum and building
- promoting positive attitudes and developing a culture of respect
- having awareness of the needs of individuals within our school community
- being flexible in approach to obstacles and seeking expert advice if needed

Accessibility Audit

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access;
3. Make written information accessible to pupils in a range of different ways

We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

Physical environment:

- The school building is fully accessible for pupils with physical difficulties
- The outside play areas are flat and almost completely accessible to wheelchair users, with the exception of the wider school premises and field etc.
- Wheelchair access to all buildings

- 1 disabled car parking spaces by the entrance to the front door of the school
- Disabled toilet facilities available in the main building, and the EYFS mobile
- We have adapted/specialised furniture provided to meet individual needs
- A number of private room spaces to enable confidential meetings to take place
- We have withdrawal rooms and alternative provision space for small group work and individualised work for high needs learners.
- Our forest school area enhances pupil's health and well-being
- Communal spaces are clutter free to facilitate easy movement around the buildings
- Disabled pupils participate in extra-curricular activities and sporting events. Pupils with social interaction impairments are supported and encouraged to participate in the many lunchtime clubs on offer to support them in
- Pupils with medical needs are enabled to take part in school trips and visits, including residential visits

Curriculum:

- We obtain data on future pupils to facilitate advanced planning. This includes liaison with the Local Authority (LA), SENA, Early Years and Specialist Teaching Teams.
- Liaising with external services and agencies regarding pupils to support all areas – physical, sensory, learning, behaviour – making use of:
    - Outreach schools (Oakfield, Ashmount, Forest Way)
    - Health support (speech and language, school nurse, care navigators, Family Outreach Worker, paediatrics, occupational health and physiotherapy)
    - Educational psychologists
    - Teaching alliances
    - Social services
    - Independent providers and charities
- Using trained learning support assistants and teachers to support learning and to give pastoral and inclusion support
- Staff are trained in specific areas of difficulties of their pupils where required (for example, training on supporting the needs of children with Downs Syndrome)
- Organising Learning Support Assistant (LSA) deployment to cover a mix of curriculum and learning needs
- Ensuring that, where appropriate, pupils have access to internal assessments facilitated by extra time, prompts, readers etc.
- Provision of a bank of disability specific, specialist resources available to support individual pupil needs
- Setting clear outcomes and objectives that are appropriately differentiated for individual pupil needs
- Using additional scales, where appropriate, to measure progress and achievement of individual pupils and to facilitate the setting of individualised targets with an element of challenge (Autism Education Trust framework, Boxall Profile, small step trackers)
- Encouraging the use of clear, well-presented visual aids to support the learning of all pupils
- Taking full advantage of the opportunities available outside school to provide educational visits that are accessible to all pupils

- Creating a culture of understanding and tolerance so that all ability groups and all disabilities are accepted as part of our school community
- Development of mutual support and understanding between colleagues when working with pupils with challenging disabilities
- Up to date and outward looking school – Routes to Resilience, Symphony Learning Trust, behaviour forums, ELSA network, autism LSA networks etc.
- The school has wider policies to support other issues which affect the participation of disabled pupils, for example: bullying and peer relationships. The school has clear policies on the administration of medicines and the provision of personal care.

Information:

- Visual timetables and information supported by signs/symbols for targeted pupils
- Home-school communication books to ensure effective communication
- Provision of verbal, signing or large print information for targeted pupils
- Text messaging to parents
- The school's website
- Different forms of communication are made available where needed to enable all disabled pupils to express their views and to hear the views of others
- Information sharing amongst staff and from agencies is improved through the use of electronic systems including Egress and AnyComms

Access to and participation within the curriculum			
Area	**Actions to take**	**Resources/Responsibility**	**Actions/ Timescales**
To increase the extent that disabled pupils participate in the school's curriculum	Liaison with pre-schools and nurseries Ongoing liaison with health and other agencies Person centred reviews of EHCPs Ongoing identification procedures Commissioning of specialist services Continue counsellor support through Family ELSA Use of Children and Families Wellbeing Service Continue links with social services and virtual school School Nurse drop ins Breakfast club targeted for specific children CPD for all staff on how to support disabled pupils	• Specialist Assessments (educational psychology) • Additional equipment as required • LSAs to deliver targeted support • SENCO • Headteacher • Deputy Headteacher • Subject leaders	Ongoing Increase ELSA capacity
To ensure all staff are confident at making reasonable adjustments to ensure all children in their class fully access all learning experiences.	Continue staff training: Epipen (as required) Hearing impairment Signs and Symbols Autism ADHD Dyslexia Speech and language Team teach training Intimate care plans Additional time for children to complete tasks	• Training time • Commissioning of services • SENCO • Headteacher • Deputy Headteacher • Subject leaders • First Aid Lead • All school staff	Update annually or as specified
To promote cultural capital, equality values, spiritual development, social responsibility etc. To do this with particular regard to the nine	Increase opportunities for cultural capital and exposure to SMSC values Challenge stereotypes and promote equality and diversity values Promote	• Pupil premium budgeting • Inclusion leader and Designated Teacher • PSHE leader	Follow PSHE planning Engage the whole school in weekly Picture

protected characteristics of: age, disability, gender reassignment, marriage and civil partnership, Pregnancy & maternity, race, religion or belief, sex, sexual orientation	and nurture links to local and wider community		News assemblies Lyfta time Ongoing
To promote protective behaviours in terms of keeping safe within the school and social settings	Fully embed e-safety curriculum Bespoke PSHE programmes through ELSA and Family Outreach	ELSA training and referral system SENCO Inclusion Leader Computing leader Headteacher Deputy Headteacher	Ongoing
To ensure clear communication with families and health providers to ensure support for needs for pupils with long term health conditions, including epilepsy, asthma and mobility issues is clear.	Liaise with health care providers over individual health care plans Liaise with parents through questionnaires and meetings to ensure health needs are understood	Time for First Aid lead to liaise with health care providers and families First Aid Leader SENCO Headteacher Deputy Headteacher	Ongoing
To continue to ensure access to a full range of extra-curricular opportunities for pupils with disabilities	Provide guidance for staff on making trips and visits accessible to all Use of 'Evolve' to evaluate trips Use of personal risk assessments for visits as needed Continue to participate in additional PE and disability sports Promote sports and social groups for children with disabilities Continued development of the use of the outdoor areas -Summer activities for children with disabilities	Pupil premium and sports premium funding Residential and visits co-ordinator SENCO PE Lead Music Lead Headteacher Deputy Headteacher Subject leaders	Ongoing further development of the outdoor areas and facilities

	Music provision for all children in certain year groups		
To ensure a person-centred approach for SEND pupils and pupils with disabilities	Co-production of one page profiles SEND staff enabling pupil contribution to person centred reviews Pupil views for PEP meetings	Time to meet and attend meetings – class teachers-SLT SENCO Inclusion Leader	Ongoing but to be embedded by Autumn
To promote staff wellbeing across the school	Workload surveys Supervision sessions for ELSA Team working for staff working with children whose needs are challenging Promote resilience	Staff time (ELSA) and supervision sessions Headteacher Deputy Headteacher Subject leaders All school staff	Ongoing

Access to the physical environment			
Ensure a stimulating and appropriate environment in which all pupils with a disability are able to be involved	Provide additional equipment on advice of specialist services Sensory boxes and fiddle toys Additional prompts and support tools Clear signs supported with visuals where needed Displays	Resources to improve the environment as needed Headteacher Subject leaders	Ongoing adaptations

Ensuring that disabled parents are not discriminated against and have every opportunity to be involved in school	Include questions in the confidential pupil information questioner about parents/carers' access needs Request interpreters from 'action for deafness' to communicate with deaf parents Encourage and support parents who are less able or less likely to come into school Ensure some small steps around school are not a barrier	• Cost of adaptations and interpreters Whole school • SENCO • Headteacher • Office staff Teachers	Ongoing
To ensure that roads, driveways and paths around school are as safe as possible and there is clear access.	Communication with parents via text safety messages/letters/ road and bicycle safety for Year 6.	• Funding for safety initiatives • Premises Officer • Senor Leadership Team	Ongoing
Availability of accessible information			
To enable improved access to written information for pupils, parents and visitors	Review all information to parents including at parent's evening Ensure all info is clear and jargon free Audit of information of website and accessibility of info Training on font size and page layouts to support pupils with visual impairments (Visual impairment support) All staff to use strategies to reduce visual stress Continue to promote services e.g. through leaflets, information etc	• Cost of resources/printing • Costs for training and visual support • SENCO • Headteacher Deputy Head	Ongoing Monitor through parent survey

To ensure children's additional needs records are clear and up to date and shared with all relevant staff	List of all children with additional disorders shared with staff Each teacher aware of disabilities and difficulties of children in their classes (one-page profiles outlining these) Photo and medical information kept up to date	• Administration time SENCO • Senior Leadership Team First Aid Lead	Ongoing