



Accessibility Plan and Policy

‘You have filled my heart with greater Joy’

Psalms 4:7

Headteacher: Jo Trahearn & Shelly Geeson

Ratified by: Jo Trahearn

Release Date: 16th Nov 2022

Review Date: 1st Oct 2025

Expiry Date: 15th Nov 2025

General Principles

Under the Equality Act 2010, schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing 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.

At Ashby C of E 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 C of E Primary School promotes the individuality of all our children, irrespective of ethnicity, faith, attainment, age, disability, gender or background.

Our school strives 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.

Priorities of the school's plan

We take advice, guidance and support needed to ensure we meet the needs of children and adults with disabilities or those who require alternative access arrangements permanently or for a fixed period of time.

We also complete an Access Audit every three years with Mr N Burgess, associates member of Health and Safety Committee. The action plan ensures that:

- The school draws on the expertise of external agencies to provide specialist advice and support
- The SENCO has an overview of the needs of disabled pupils
- There are high expectations
- There is appropriate deployment and training of learning support staff
- Successful practice is shared within the school
- Disabled pupils have access to extra-curricular activities
- As much is done as possible to make our school premises as accessible as possible

| | Objectives | Action | | | Success Criteria |
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| | | Strategies | Timescale | Responsibility | |
| 1. | Review all statutory policies to ensure that they reflect inclusive practice and procedures | To comply with the Equality Act 2010 | On-going | HT SLT | All policies clearly reflect inclusive practice and procedure |
| 2. | To be aware of the access needs of disabled children, staff, governors and parents/carers | To create access plans for individual disabled children as part of the EHAC/IEP process | On-going | SENCO Class Teachers | EHAC/IEP's are in place for disabled pupils, and all staff are aware of pupils needs |
| | | To ensure staff, governors and parents/carers can access required areas of the school | On-going | Headteacher | All staff and governors are confident that their needs are met |
| | | Annual reminder to parents/carers through newsletter to let us know if they have problems with access to areas of the school | Annually at the start of the new school year | SBM | Parents/carers to have full access to relevant areas of the school |
| 3. | To ensure full access to the curriculum for all children | A differentiated curriculum with alternatives offered A range of support staff including trained teaching assistants Multimedia activities to support most curriculum areas Use of interactive ICT equipment Specific equipment sourced from occupational therapy if required | On-going | Teaching staff SENCO | Advice taken and strategies evident in classroom practice |
| 4. | Ensure the school staff and governors are aware | Reported via Health and Safety Committee. Committee to discuss audit completed every three years | On-going | SBM Premises Officer Headteacher | Governors are aware of any areas within the Accessibility Audit which state 'no' and ensure that , wherever possible |

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| | of access issues | | | | |
| 5. | Ensure support staff have specific training on disability issues | Be aware of staff training needs Staff able to access appropriate CPD | On-going | SENCO SBM | Support staff aware of disability issues and are confident that all needs are met |
| 6. | Ensure that all school visits and trips are accessible to all pupils with learning or physical disabilities | Thorough planning and advanced visits Thorough risk assessments | On-going | Visit Leaders EVC | |
| 8. | Establish close liaison with outside agencies for pupils with ongoing health needs. To ensure that the medical needs of all pupils are met fully within the capability of the school | To conduct parent interview, liaise with external agencies, identify training needs (eg Epipen) and establish individual protocols where needed | Constantly reviewed | Headteacher SENCO SBM | Clear collaborative working approach |
| 9. | To liaise with Nursery providers to review potential new intake for Sept | To identify pupils who may need additional or different provision | Annually | EYFS Teacher | Procedures and any required equipment in place for the start of the new school year |