



Ashfield Primary School

School Accessibility Plan

Agreed by the governing body of Ashfield Primary School 24/01/2024

Review date: Spring 2026

Introduction

This plan is drawn up in accordance with the planning duty in the Equality Act 2010. It draws on the guidance set out in the SEND code of practice 2014.

Definition of Disability

Disability is defined by the the Equality Act 2010

You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the Disability Discrimination Act (DDA). The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

Key Objective

To reduce and eliminate barriers to access to the curriculum and to enable full participation in the school community for pupils, and prospective pupils, parents, staff and all visitors with a disability.

Principles

- Compliance with the Equality Act is consistent with the school's aims and equal opportunities policy, and the operation of the school's Inclusion policy;
- The school recognises its duty under the Equality Act
 - not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
 - not to treat disabled pupils less favourably
 - to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - to publish an Accessibility Plan.
- In performing their duties, governors and staff will have regard to the Equality Act 2010.
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to

confidentiality;

- The school provides all pupils with a broad and balanced curriculum, differentiated to meet the needs of individual pupils and their preferred learning styles. The development of a more inclusive curriculum includes:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

This section outlines the main activities which the school will undertake, and is planning to undertake, to achieve the key objective (above).

a) Education & related activities

The school will continue to seek and follow the advice of other professionals through devising and implementing appropriate staff training and development.

b) Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Provision of information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

d) Financial planning and control

The Headteacher and the Resources Committee will review the financial implications of the School Accessibility Plan as part of the normal budget review process.

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

- Single Equalities Scheme
- Curriculum policies
- SEND policy
- Inclusion policy

Accessibility action plan:

Increasing access for disabled pupils to the school curriculum				
Action to be taken	Outcome	Resources	Timescale	People responsible
Use the NC guidelines to support the differentiation of the curriculum	Individual pupils make progress and demonstrate what they can achieve.	Teacher time	Ongoing	HT
Include specific reference to disability equality in all curriculum reviews and planning	Introduction of disability issues into all curriculum areas	Planning Time	Ongoing	SENDCo
Continue to deploy the use of flexible groupings of children	Children able to work collaboratively and in ability groups as appropriate A mixture of differentiated teaching in small groups and also peer support in mixed ability pairs, will be good for the progress and aspirations of all children	Teacher time	Ongoing	HT
Maintain the good practice in target setting	Use previous assessments to set ambitious targets	Teacher time	Ongoing	SENDCo HT
Improve provision for children with Specific learning difficulties: ASD, dyslexia, dyscalculia, ADHD, DCD, and speech and language difficulties	Develop staff's knowledge and skills in managing children with ASD, Dyslexia SpLD, dyscalculia, ADHD and DCD and communication difficulties. Refreshment for staff with previous training and new training for new staff	Training Budget	Ongoing	SENDCo
To ensure classrooms are accessible for children with autism spectrum condition, pragmatics difficulties, attention difficulties and specific learning difficulties: <ul style="list-style-type: none"> • Declutter learning environment • Create work stations for children who require a personal workspace • Audit learning displays for relevance, use and necessity • Ensure learning displays have a neutral background • Implement a 'clear desk policy' • Sloped writing boards • Wobble cushions • Noise cancelling headphones etc. 	Physical learning environment is suitable for children with a range of needs, providing appropriate stimulation and support. Children with a range of difficulties are enabled to sustain concentration and focus.	Budget for neutral hessian backing and cream backing with acetate to write over for working walls. Tier 1 Autism training update.	Ongoing	SENDCo

Children who are known to experience absent seizures will be monitored closely to look out for <ul style="list-style-type: none"> • signs before a potential seizure • confusion before/after having a seizure. 	Children will be safe during a seizure Children with absent seizures will have the opportunity to relearn / experience crucial learning which may have been missed due to confusion before or after a seizure.	Staffing budget	Ongoing	SENDCo
Improve provision for children with SEMH	Develop staff's knowledge and skills in managing children with SEMH	Training Budget	Ongoing	SENDCo
Share good practice through the FOS/SENDCo Forum	Staff aware of and able to adapt examples of good practice	Teacher time	Ongoing	SENDCo
Contact other professionals who can provide advice and support as appropriate	Staff able to access information regarding the implications of different disabilities and on the management of particular health needs in the classroom.	Teacher time	Ongoing	SENDCo
Ensure all school visits and trips are accessible to all pupils	All pupils are able to access all school trips and take part in a range of activities	Planning Time	Ongoing	EVC / SENDCO
Review PE curriculum to ensure PE is accessible to all pupils	All pupils have access to PE and are able to excel. PE curriculum includes disability sports e.g Goalball	Planning Time	Ongoing	SENDCO & PE leader
Ensure disabled children can take part equally in lunchtime and after school activities	Disabled children feel able to participate equally in out of school activities.	Planning Time	As required	SENDCO/ lunchtime leader
Ensure signage for children and parents who come into school new to English or needing Makaton/PECS	All pupils will be able to have basic items needed signed.	Planning Time	As required	Teachers
Support children with hearing loss: teachers using hearing assistance technology like the microphones on a lanyard. Reducing background noise, preferential seating and possibly wireless assistive devices may be supportive. Checking children's hearing aids for cleanliness and battery levels. Supporting pupils who wear hearing aids with comfort Liaison with teachers of the deaf. Phone for hard of hearing staff in LM office.	Pupils with hearing loss will have improved clarity of hearing and will be much more able to concentrate and contribute on and in the curriculum.	Planning time	AS required	Teachers and classroom support staff

Improving access to the physical environment of schools				
Action to be taken	Outcome	Resources	Timescale	People responsible
<p>To be aware of the access needs of disabled children, staff, governors and parents, carers Ensure the school staff & governors are aware of access issues a) to create access plans for individual disabled children as part of the SEND graduated response process. All staff need to be aware of plans that are put in place for disabled pupils so they are all aware of their needs. b) to ensure staff and governors can access areas of school used for meetings c) Annual reminder to parents, carers through newsletter to let school know if they have difficulties accessing areas of school.</p>	<p>All staff & governors able to access meetings Parents have full access to all areas of school. Volunteers and new or temporary staff are aware of needs of SEND children at all times</p>	<p>SENDCO time</p>	<p>Ongoing</p>	<p>Headteacher SENDCO</p>
<p>To be aware of the SEN needs of children a) Ensure the school staff are aware of special educational needs of pupils through the creation of and sharing of individual education plans for individual children as part of the SEND graduated response process. All staff need to be aware of plans that are put in place for pupils so they are all aware of their needs as many of these needs may be hidden. b) Where appropriate ensure the peers of the children with a special educational need are aware of that need.</p>	<p>The needs of all pupils are known by staff who may be supervising their education or play. The needs of pupils in a class group are understood by their peers and therefore peers are respectful and understanding of that child and the resources employed to support him or her.</p>	<p>SENDCo time Class teacher time</p>	<p>ongoing</p>	<p>SENDCo Class teachers</p>

<p>Ensure everyone has access to the school Reception</p> <p>a) ensure the area is accessible- no barriers</p> <p>b) provision of appropriate seating</p>	<p>Disabled parents / carers / visitors feel welcome.</p> <p>Visitors can sit down if waiting for reception.</p> <p>Wheelchair and walking aid users able to access school</p>	Superintendent time	Ongoing	Headteacher
<p>Maintain safe access for visually impaired stakeholders Check exterior lighting is working on a regular basis</p>	<p>Visually impaired stakeholders can move around the school site safely and independently.</p>	Superintendent time	Ongoing checks	Superintendent/H & S governors
<p>Ensure all disabled stakeholders can be safely evacuated</p> <p>a) Ensure there is a personal emergency evacuation plan (PEEP) for all disabled pupils and staff</p> <p>b) Ensure all staff are aware of their responsibilities in evacuation by being aware of the PEEP</p>	<p>All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation.</p> <p>Disabled people in wheelchairs or using walking aids can be evacuated quickly and easily.</p>	Full staff training time	Ongoing	SENDCO fire officers HT
<p>Provide a calm place / sensory room for those who need sensory suppression or stimulation most often related to autism, attachment or SEMH needs.</p>	<p>Children have a place to rebalance their emotions away from the busy classroom.</p>	Old Orchard Safe Room	After Covid risk assessment deems all equipment can go back in classrooms	HT SENDCO
<p>Carry out regular premises inspections e.g. paving</p>	<p>Reduced trip hazard</p>	Budget share/Devolved capital	Ongoing checks	Superintendent/H & S governors

Improving the delivery of written information to disabled pupils and parents				
Action to be taken	Outcome	Resources	Timescale	People responsible
Consult with the other professionals to access materials in a variety of formats and support individual pupils as necessary e.g. coloured paper for scotopic sensitivity, larger font for some vision impairments	Work matched to the individual needs of pupils	Teacher time	As required	SENDCO
To ensure all visitors and staff know how they can access key information. Signpost/ advertise the availability information- its location, formats clearly through: <ul style="list-style-type: none"> • Newsletters • Visual information in school • Welcome and Induction packs • Emails • Texts • School website with text alerts to that. 	Key school information is easily accessible in an appropriate format, electronically or as a hard copy. All stakeholders know how to access key information. Staff can direct stakeholders and members of the public to/ provide them with key school information in a timely manner.	Budget for teachers2parents email and text service Website costs Photocopying costs for hard copies if requested.	Ongoing	HT and admin staff
Inclusive discussion of access to information in all parent/teacher 3 x yearly SEND meetings as well as 3 x yearly parent teacher consultations Ask parents about preferred formats for accessing information eg braille, other languages or support to read forms or fill in forms	Staff more aware of preferred methods of communication, and parents feel included. Children's needs met	Annual meeting	Annually	SENDCo

Improved access to other professionals who can provide advice and support as appropriate through Otley, Pool and Bramhope Steering Group, guidance & support etc.	Children, parents and staff receive appropriate support to enable the children to make good progress	SENDCo time	Ongoing	SENDCo / learning mentor
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