

# Ashford CE Primary School



## Accessibility Plan

**September 2014  
(3 Year Plan until July 2017)**

**Revised Plan: September 2014**

**Ratified 16 October 2014 by Families and Community Committee**

**Approved by FGB: 4 December 2014  
Introduction**

On 1 October 2010, the Equality Act 2010 replaced all existing equality legislation such as the Race Relations Act, Disability Discrimination Act and Sex Discrimination Act. It has consolidated this legislation and also provides some changes that schools need to be aware of.

### **Key points**

The Equality Act 2010 provides a single, consolidated source of discrimination law. It simplifies the law and it extends protection from discrimination in some areas.

For the most part, the effect of the new law is the same as it has been in the past – meaning that school s/academies cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief or sexual orientation.

The exceptions to the discrimination provisions for schools are all replicated in the new act – such as the content of the curriculum, collective worship and admissions to single sex schools and schools of a religious character.

Ashford CE Primary School is committed to equality of opportunities in all aspects of our provision and further information on how we endeavour to meet our responsibilities can be found in the school's Equality Policy.

### **Special provisions for Disability under the Equality Act 2010**

The law on disability discrimination is different from the rest of the Equality Act in a number of ways. In particular, it works in only one direction – that is to say, it protects disabled people but not people who are not disabled. This means that schools are allowed to treat disabled pupils more favourably than non-disabled pupils, and in some cases are required to do so, by making reasonable adjustments to put them on a more level footing with pupils without disabilities. The definition of what constitutes discrimination is more complex. Provision for disabled pupils is closely connected with the regime for children with special educational needs.

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

*We are a caring Christian community where everyone feels valued, safe and adopts an "I can" attitude. All we do is underpinned by our Christian values which means we celebrate individuality and achievements through mutual respect and high aspirations. We believe that each one of us has the ability to achieve our highest potential and dreams, through a journey of life-long learning.*

### **Principles**

At Ashford CE Primary School we believe that all children are entitled to equal access to learning in accordance with their need regardless of race, sex, creed, religion, sexual orientation, disability or age.

“A Church School nourishes Christians in their faith,

encourages those of other faiths and

challenges those with no faith.”

*Archbishop Robert Runcie*

Our school vision demonstrates our commitment to helping our pupils achieve their potential and to tackle barriers that can oppose this. Ashford CE Primary School has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life. The school:

- sets suitable learning challenges;
- responds to pupils' diverse needs;
- overcomes potential barriers to learning and assessment for individuals and groups of pupils;
- aims to identify and remove barriers to disabled pupils in every area of school life

### **Information from pupil data and school audit**

The presence of any disabled pupils in the school and the patterns of their participation in the life of the school are detailed in the SEND register and provision map.

### **The main priorities in the school's plan**

Ashford CE Primary School has a duty to set out a plan that identifies actions aimed to increase access to education for disabled pupils in these areas of planning

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to blind and partially sighted pupils of information which is provided in writing for other pupils

### **Management, implementation and publication**

The accessibility plan supports and is supported by other school policies:

- School Improvement Plan
- SEND policy
- Equality policy
- Health and Safety Policy

The Accessibility plan will be reviewed and revised annually by the SLT and the Governing Body. The review will use the school provision mapping system, children's individual access plans that are encompassed in ECHPs, data monitoring information and the priorities in the school Improvement Plan.

The Accessibility plan will be available to all children, staff, and parents to contribute to the review process at any time.

The Accessibility plan will be published on the school website and can be available as a paper copy from the school office.

**Increase the extent to which disabled pupils can participate in the school curriculum**

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Who</b>	<b>Success Criteria</b>	<b>Evidence</b>
Ensure lessons (including PE) are appropriately differentiated to ensure the participation of the whole range of pupils	Use a range of teaching methods and styles e.g. questioning techniques, partner/group work, peer tutoring, visual timetables	Ongoing	Class teachers, support staff	Children make good progress and meet their targets	Lesson observations; planning; children's work; pupil progress data;
Support to meet individual's needs when taking part in lessons, taking tests etc will be provided as and when required.	Use of coloured paper, simplified/enlarged text, coloured IWB background; targeted personal support as required	Ongoing	Class teachers, support staff	Children achieve well in accordance with their ability	
Organise classrooms to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning of all students, with particular emphasis on disabled students	Ongoing	Class teachers, support staff	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	

**Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services**

<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Who</b>	<b>Success Criteria</b>	<b>Evidence</b>
Additional provision at lunchtime for children who benefit from greater structure and a more peaceful environment.	Develop an indoor lunch club with variety of activities such as craft/technology to support pupils with emotional and behavioural difficulties; Provide outdoor quiet spaces in the playground	Spring 2014/ Summer 2014	HT, school council, lunch staff, TAs and ELSA	Children are happy and engaged in purposeful activities during lunchtime	Observations; pupil consultations
Flexibility to move or reorganise the year group classrooms up or downstairs to meet a child's	Review and implement a movement of the year group classrooms to support the learning of a disabled child.	Ongoing as appropriate	SLT, SENCO	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	

needs.					
Monitor the physical environment to identify areas that may require attention	Regular inspection of kerbs, exterior surfaces, entrances and exits, internal doors, gates, toilets, lighting, heating and other relevant areas Ensure the car park footpath ramp is easily accessible when required.	Ongoing	School Business Manager, Caretakers, all staff	Premises are safe and accessible to whole school community;	Health and Safety inspection reports; Records of building work
<b>Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled</b>					
<b>Targets</b>	<b>Strategies</b>	<b>Timescale</b>	<b>Who</b>	<b>Success Criteria</b>	<b>Evidence</b>
Written material for pupils available in alternative formats	Reduced/ simplified amounts of text, larger print size; use of a reader where appropriate	Ongoing	Class teachers, support staff	All pupils able to access information in a meaningful and appropriate fashion leading to good learning outcomes	Lesson observations; pupil consultations; planning