

Ashford CE Primary School



Accessibility Plan

2022 - 2025
(3 Year Plan until August 2025)

Revised Plan: January 2023

Signed: ___P Wells_____

Approved by FGB: 24 January 2023

Chair of Governors

Review: for academic year 2025 (September 2025)

Accessibility Plan

The purpose and direction of the school's plan: Our School Vision

We are a caring Christian community where everyone adopts an "I can" attitude; everyone feels valued, safe and loved by God. We celebrate our God-given individuality, achievements and talents and we aspire, with God's help, to become the best that we can be. We believe that each one of us has the ability to achieve our highest potential, living and learning in the fullness of God.

I can do all things through Christ who gives me strength.

Philippians 4v13

Introduction

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. According to the Act, a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities."

Our Commitment

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

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.

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.

"One of the major themes of the gospel is the unique value of individual human beings and their importance in the eyes of God. Within a Church school the basis on which human relationships are built will be this belief. Everyone in the school from the three-year-old just started in the nursery down to the Headteacher is a uniquely valuable human being, whom God loves. They are all entitled to the love and respect which that fact demands."

A Shared Vision by David Lankshear

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.

Contextual Information

Ashford CE Primary School has been in its current location for over 150 years. The age and design of the building does offer challenges but is fully accessible on the ground floor level. The school has 14 classrooms of which 10 are on the ground floor and 4 classrooms are on the first floor. All fire exits from the ground floor are fully accessible to wheelchair users including via main entrance and hall. The rear fire exit from the first floor is not accessible to wheelchair users. The school has responded to the needs of pupils/staff with changes to building, moving classrooms and offices downstairs to ensure that full accessibility can be maintained.

At present we have no wheelchair dependent pupils, parents or members of staff.

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

- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

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.

ASHFORD CE PRIMARY SCHOOL ACCESSIBILITY PLAN

(3 Year Plan January 2022 – July 2025)

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

| Targets | Strategies | Timescale | Who | Success Criteria | Evidence |
|---|---|-----------|-------------------------------|--|--|
| Ensure lessons (including PE) are appropriately differentiated or scaffolded 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 | |
| To Provide more training to staff to meet special needs | All staff and TAs working with pupils with specific needs where specialist training is needed | Ongoing | Class teachers, support staff | All children able to access all areas of the curriculum and work towards attaining age related expectation | Pupils with support are able to regulate and access the curriculum – reduction in any time spent outside of class. |

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

| Targets | Strategies | Timescale | Who | Success Criteria | Evidence |
|---|--|------------------------|--|--|--|
| Additional provision at lunchtime for children who benefit from greater structure and a more peaceful environment | Provision of an indoor lunch club with variety of activities such as craft/technology to support pupils with emotional and behavioural difficulties; Provision of outdoor quiet spaces in the playground | Ongoing | EHT, school council, lunch staff, TAs, 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 needs | 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 | |
| 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 | 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 |
| | Ensure the flat route from the car park into school along the footpath is identified when required | Ongoing | | | |

Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

| Targets | Strategies | Timescale | Who | Success Criteria | Evidence |
|--|--|------------------|-------------------------------|---|--|
| 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 |

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|--|--|--|-----------------------------|--|--|
| Information on the website accessible to all | Regular reviews of website. Review options for translation | Ensure website is fully compliant with requirement for access by person with visual impairment | SLT/ Provider of Website | Website to have very clear information that can be accessed by all people. | |
|--|--|--|-----------------------------|--|--|