



Accessibility Policy

Adopted by Ashby Willesley Primary School on:	Date: 19 May 2022
This policy will be reviewed	As policies, procedures and regulations are updated.
Version	1.0

For the purpose of this policy, the 'Head Teacher' refers to the Executive Head teacher, Head teacher or Head of School.

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

‘In pursuit of Excellence’

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Ashby Willesley has formed the following procedures in line with the Symphony Learning Trust and Leicestershire County Council.

Our school’s complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a ‘substantial’ and ‘long-term’ adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make ‘reasonable adjustments’ for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Policy	Evidence	Action
All staff have necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice	<ul style="list-style-type: none"> • INSET records – school and individuals • Employ member of specialist teaching service for specific pupils • Team Teach Training for a number of key staff • Autism INSET • Attachment Disorder INSET • Specialist Assessments-reading, writing, maths • Interventions for groups and individuals • Regular assessments by Speech and Language Therapist – work to their plans • Written reports from external agencies 	Continue to train staff to meet needs of individuals
Pupils with SEMH and behavioural difficulties are supported in school	<ul style="list-style-type: none"> • Ongoing work with CAMHs counselling • EP assessments • School Nurse • Trained ELSA to provide support for individuals • Pastoral Support Provision • Family Outreach Worker targeted support • Individual records • Mental Health school register identifying pupils who need support • Mental Health First Aiders – adult and child 	Increase number of ELSA hours offered
Classrooms and other are optimally organised for those with disability	<ul style="list-style-type: none"> • Space is utilised to facilitate group and individual learning space 	Utilise outdoor area and other relevant spaces in school Redesign outdoor areas to ensure accessibility
Work is differentiated through various strategies and staff have high expectations of all	<ul style="list-style-type: none"> • Lesson observations • Learning Walks • Reviews • IEPs • Governors' monitoring 	Continuous Continue to provide high quality CPD for all staff

Children work in different ways – group, individual and whole/cross class and teachers tap into different styles	<ul style="list-style-type: none"> • Observations • Learning walks • Book Scrutiny 	Continuous
All pupils are encouraged to take part in music, drama and physical activities	<ul style="list-style-type: none"> • Inclusion at extra – curricular clubs, visits and performances • Swimming provisions 	Continuous

Policy	Evidence	Action
Staff recognise and plan for additional time and effort needed by some disabled pupils- slow processing/writing speed, dyslexia, vision impairment	<ul style="list-style-type: none"> • Staff aware of needs – Support Plans/ staff meetings – time for pupil concerns/Class team meetings • ISPs for named pupils • Inclusion leader tracking of progress 	<p>SENDCo work with class teachers</p> <p>Relevant publication highlighted</p>
Adults and children listened to and needs addressed	<ul style="list-style-type: none"> • Surveys • Survey follow up 	
The layout of areas around school allows access to all. Wheelchairs could get about if required	<ul style="list-style-type: none"> • Ramps are fitted 	Ensure that no steps cause an obstruction.
Furniture and equipment selected and appropriate	<ul style="list-style-type: none"> • Tables and chairs appropriate size • Wedges, coloured overlays, triangular grips, IT etc to support individuals 	SENDCo to ensure that the equipment is available to all teachers
Disabled toilet facilities adequate	<ul style="list-style-type: none"> • Disabled access • Hoist, if necessary 	When not in regular use ensure good housekeeping/ avoid storage
All information presented in user-friendly way Can ask for alternatives	<ul style="list-style-type: none"> • Open door policy – regular contact with parents • Office support completing forms • Feedback on parent survey • Curriculum mornings / newsletters / website 	Provide additional support for children without the home support
Maximise pupils' awareness of disability	<ul style="list-style-type: none"> • Through curriculum opportunities • Visitors to school • Assembly Themes 	Teachers to ensure a focus on this.

4.1 Development of Curriculum

Ashby Willesley will constantly research best practice to ensure that the curriculum is fit for purpose. Our curriculum has been designed in line with national standards, meeting the needs of its pupils.

4.2 Premises

The suitability of the premises is reviewed constantly to ensure it is accessible for all. A budget plan has been produced for school development, maintenance and repair to maintain a high standard of accommodation.

4.3 Information and Communication

The majority of school information is available on the website hard copies can be requested. The school uses Twitter, Weduc and the traditional media to keep parents and the wider community up to date with information.

5. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the LGB of Ashby Willesley Primary School.

6. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Detailed 3 year plan – see appendix

Ashby Willesley Primary School - ACCESSIBILITY PLAN 2022-2025

Improving Curriculum Access

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
To continue with CPD through staff meetings and training to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them	Staff training requirements identified (Performance Management) Guest speakers, school nurse, link professionals, inset	All teachers fully meet the requirements of disabled children's needs with regards to accessing the curriculum Pupil Progress meetings Parent meetings	On-going	Increased access to an appropriate curriculum for all pupils
All out-of-school activities are planned to ensure the participation of the whole range of pupils wherever possible	Review all out-of-school provision to ensure compliance with legislation Alternative provision provided where necessary to support learning	All out-of-school activities will be conducted in an inclusive environment Where possible with providers that comply with all current and future legislative requirements	On-going	Increase in access to all school activities such as trips out, residential visits, extended schools activities and sporting events for all pupils
To ensure classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	On-going	More time available for pupils to participate in curriculum activities
Training for Governors in terms of Raising Awareness of Disability Issues	Provide training for governors	Whole school community aware of issues relating to Access	By December 2022	Society will benefit by a more inclusive school and social environment
To deploy Teaching Assistants effectively to support pupils' participation	Review needs of pupils within each class and staff accordingly Ensure staff skills are matched to pupil needs	Pupils needs are appropriately met through effective deployment of skilled support staff	On-going	All pupils are supported to achieve their full potential

Ashby Willesley Primary School - ACCESSIBILITY PLAN 2022-2025

Improving the Physical Access

This plan is structured in conjunction with the school's Safeguarding Policy, Health & Safety Audits and any Capital Spending Projects. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases, Health & Safety issues necessitate more prompt action.

LOCATION	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY	TIMEFRAME	Cost (est.) £
Outside areas	<ul style="list-style-type: none"> ◦ Pedestrian access ◦ Paving ◦ Improve 'Garden of Dreams' 	<ul style="list-style-type: none"> ◦ Review pedestrian access and provide additional passenger gate via car gates ◦ Review Pedestrian access and provide railing to separate traffic from pedestrians e.g., car park ◦ Review levels, gradients, cambers and gullies in proximity to all pathways ◦ Drop kerb by mobile to allow field gate access ◦ Ensure new surface in garden area is accessible for wheelchair use and that levels are appropriate 	<ul style="list-style-type: none"> Summer 2022 Summer 2024 On-going Summer 2022 Summer 2022 	<ul style="list-style-type: none"> £5000 £5,000 £1,000 £1,000 £30,000
All areas	<ul style="list-style-type: none"> ◦ Signage ◦ Contrasting colours of door furniture to aid visibility ◦ Where possible to widen doors ◦ Introduce visibility panels to doors where required ◦ Improve classroom furniture layouts to increase access 	<ul style="list-style-type: none"> ◦ Consider locating colour and tactile signs ◦ Replace and upgrade on rolling programme ◦ Widen doors where building structure allows ◦ Assess annually depending upon classroom use ◦ Staff to be aware of mobility and H&S issues 	On-going	£3,000
Main Entrance	<ul style="list-style-type: none"> ◦ Weather shelter 	<ul style="list-style-type: none"> ◦ Consider canopy over main entrance ◦ Consider improvement of parent shelter 	July 2024	£20,000

LOCATION	ITEM TO IMPROVE PHYSICAL ACCESS	ACTIVITY	TIMEFRAME	Cost (est.) £
Corridors to Main Block	<ul style="list-style-type: none"> ◦ Remove trip hazards ◦ Observe fire exit routes ◦ Increase signage and aids for visual and hearing impaired 	<p>Identify appropriate storage for equipment and ensure that items are not left indiscriminately</p> <p>Remove obstacles around signed emergency routes</p>	<p>Summer 2022</p> <p>Regular checks</p> <p>Summer 2025</p>	£5,000
Main Block	<ul style="list-style-type: none"> ◦ WCs 	Clear areas of obstacles and inappropriate storage	Summer 2022	