



<b>Policy Document</b>	
Subject	<b>Accessibility Policy &amp; Plan</b>
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Signed by:	Written by: School
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## Accessibility Policy & Plan

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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.

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.

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

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

### 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

## Identifying Barriers to Access: A Checklist.

### Section1: How does your school deliver the curriculum?

NB Appropriate staff training, classroom organisation etc are provided as and when pupils with specific disabilities are admitted to the school.

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	✓	
Are your classrooms optimally organised for disabled pupils?	✓	
Do lessons provide opportunities for all pupils to achieve?	✓	
Are lessons responsive to pupil diversity?	✓	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	✓	
Are all pupils encouraged to take part in music, drama and physical activities?	✓	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	✓	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some form of exercise in physical education?	✓	
Do you provide access to computer technology appropriate for students with disabilities?	✓	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	✓	
Are there high expectations of all pupils?	✓	
Do staff seek to remove all barriers to learning and participation?	✓	

<b>Is your school designed to meet the needs of all pupils?</b>		
<b>Question</b>	<b>Yes</b>	<b>No</b>
Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	✓ The school is built on a slope and has 6 levels, and therefore has several sets of steps. However, all rooms in the school can be accessed from paths which runs round the outside of the school and has no steps.	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	✓ As above. There is a lift in the new block, and there is a portable ramp which allows wheelchairs to move over high door thresholds. There are ramps up to the front entrance and the Victorian classroom.	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	✓ Recent work to the front of the school ensures that certain sections of the old playground that sloped steeply no longer exists.	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?	✓ As children are never left unsupervised, there is no need for a visual alarm as all pupils, including any pupils with such serious hearing impairment that they cannot hear the fire alarm, are escorted outside in the event of an emergency.	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		✓ <i>Not currently needed</i>
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		✓
Are areas to which pupils should have access well lit?	✓	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?	✓ Almost all classrooms are carpeted, where they are not, this is considered and adaptations made, e.g. Large rugs.	
Is furniture and equipment selected, adjusted and located appropriately?	✓	

### How does your school deliver materials in other formats?

Question	Yes	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	✓	
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	✓	
Do you have the facilities such as ICT to produce written information in different formats?	✓	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	✓ Training is provided as & when need arises.	

### Access Plan

	Targets	Strategies	Outcome	Timeframe	Goals achieved
Short Term	To ensure that all steps and bannister handles, both inside and outdoors, remain clearly marked to assist visually impaired pupils.	Replace damaged hazard tape indoors and yellow painted strips outdoors to mark the edge of steps and bannister handles clearly.	All steps will continue to be clearly marked / remarked	On-going	Completed
Short Term	To make visitors who are wheelchair users aware of the routes which allow access to all rooms without needing to negotiate steps.	Put sign on corner of old building to show wheelchair friendly route round back of kitchen to reach big hall and new block.	Visitors to school who use wheelchairs (and any future wheelchair using pupils) will know how to get to different rooms in the school.	Complete by July 2022	
Short Term	To install hand rails for ease of access for children with physical need	Hand rails installed where stairs are	Children with physical difficulties are able to be supported when moving up and down stairs	September 2018	Completed
Long Term	To ensure that children of all abilities and disabilities have full access to the complete curriculum and extra-curricular activities during their time at Ashwell.	Curriculum audit carried out by Subject Leaders with specific access for SEND etc in mind.	All children with any form of disability will have access to both the full curriculum and extra-curricular activities.	September 2022	
Short Term	To ensure that children with toileting needs have access to proper changing spaces.	Specified purpose built changing station to be installed in disabled toilet.	All children with a self-care, toileting need will be able to access school provision.	September 2021	Completed

### **3. 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 governing board.

### **4. 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