



Ashlands
Church of England
Primary School



Love of Learning, Love of Life, Love of One Another
'Life in all its fullness' John 10:10.

ACCESSIBILITY PLAN

2022/23 – 24/25

This is a 3 year plan

Policy will be reviewed across each year and updates shared. It is due for full renewal in the 2024/25 Academic Year at GB2

Headteacher: Nicola Ball : _____

Chair of Governors: Roger Evans : _____

Distribution:	Shared Drive Website Paper copies are available upon request.
Source:	The Key

Review History	
Autumn 2022	Total revamp due to School Status Change

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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 all pupils can participate in the curriculum (**Curriculum**)
- Improve the physical environment of the school to enable all children to take better advantage of education, benefits, facilities, and services provided (**Physical Environment**)
- Improve the availability of accessible information to all members of our community (**Information**)

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.

We are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

We intend our school to be as inclusive as possible so that all children have equal access both to the curriculum and school facilities.

Staff Training

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

We have a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school information and training on SEND issues such as speech and language, dyslexia, ADHD etc.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class. Examples of recent training includes:

- Individual Literacy Intervention (ILI)
- National Award for SENCOs, a post graduate qualification
- ELSA
- Catch-up maths,
- NELI
- Sensory Needs Training
- Impulsive/ADHD support
- Attachment and trauma
- Intimate care,

Collaboration

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

Provided by the Local Authority but delivered in school:

- Educational Psychology Service
- Learning Support Service
- Language & Communication Team
- PIMS
- Sensory Service for children with visual or hearing needs

Provided by the Health Service but delivered in school:

- School Nurse
- Integrated Therapy Service (Speech, Occupational Therapy and Physiotherapy)

Other External Support:

- CAMHS (Child and Adolescent Mental Health Services)
- Family Intervention Service

Our Accessibility Plan has been developed and drawn up based upon guidance supplied by the Local Authority, and consultations with pupils, parents (through yearly survey), staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon to the Governing Body annually in respect of progress and outcomes.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. It was updated and presented to the Governing Body at GB3 in February 2023 following the change of age range in Sept 2022.

CURRICULUM				
Target	Strategy	Outcome	Time frame	Achievement (Notes presented to the Board GB3 22/23)
To provide a progressive and ambitious curriculum across all subjects so that it builds on previous learning	<p>Whole school focus to improve connectivity of skills and knowledge of each subject across the school.</p> <p>To have a curriculum which builds on previous learning and embeds learning to long term memory. (Memory Recall)</p>	<p>Whole school approach and links across subjects.</p> <p>Identified themes followed through EYFS, KS1 and KS2.</p>	<p>Sept 2022</p> <p>ALL</p>	<p>4 year rolling programme developed 21/22. Continuing to develop Prpgression documents EYFS – Year 6.</p> <p>Monitoring and review ongoing.</p>
<p>Review all curriculum areas to include disability issues.</p> <p>Increase confidence of staff in differentiating the curriculum</p>	<p>Audit of staff training needs re curriculum access</p> <p>Include specific reference to disability equality in all curriculum reviews.</p> <p>Develop PSHE and Citizenship curriculum to address disability and equality issues</p> <p>Organise training –review of dyslexia, differentiation, alternative recording</p> <p>Develop book offer inclusion of diversity, mental health, emotional health</p>	<p>Develop a curriculum which enables all children to better understand disabilities</p> <p>Raised confidence of staff in strategies for differentiation and increased pupil participation.</p>	<p>SUM 24</p> <p>SEND Lead</p>	<p>Aut 21 Equality Policy Reviewed and updated – staff training to be organised across each term</p> <p>Aut 21 Curriculum Review to include focus on equality and disability - Moving forwards start looking at literature and work examples which include children with disabilities.</p> <p>23.11.2021 Start of year SEND Personal plan audit with CT and SEND – identifying needs across the curriculum. Review cycle in place.</p> <p>Aut 2022 – Autism Update training organised by SEND Lead</p>

To explore ICT and technology to support with literacy and spelling	School to make itself aware of technology to use in the classroom to support Word work and spelling.	Children able to access electronic equipment to explain word meanings and spellings of words. Use of I- Pad Apps and spell-checkers.	IT SEND Sum 24 IT	
Provide sufficient laptops/ other IT kit for pupils who need them to access curriculum fully Ensure all staff are aware of, and able to use, SEN software and resources	Review current resources available, review the growing need and assign where appropriate to groups or individuals, particularly for blended learning during times of school closure due to the COVID-19 pandemic.	Efficient use of facilities as a teaching resource meeting individual or group needs and providing access to a broad curriculum	HT SEND SUM 24	Aut 22 - Training located for additional technology support for pupils – HO - Cascading information to SEND team Sept 22 review of IT equipment by IT lead
Outdoor learning / socialising area / well being garden to be developed adjacent to MUGA and Forest School	To better support wellbeing and mental health of all children and adults. To raise awareness of benefits of being outside.	Identified area to be inviting and to be a safe and quiet area for adults and children. Encouraging learning and eating outside. To plant plants to support and encourage butterflies and bees. To create a living wall/things that make us happy wall	April 2023 to July 2024	Awaiting completion of equipment move before commencing
ELSA Space to be developed in The Hub	To better support wellbeing and mental health of all children.	Identified area to be inviting and to be a safe, quiet, engaging area for children.	Sept 2022 to July 2023	Room identified ELSA Team reviewing provision

<p>To improve the attainment and participation of pupils with social, emotional and mental health difficulties.</p>	<p>Schools will be informed and proactive in supporting families with SEMH needs, led by Mental Health Lead, PFSA, Mental First Aid Lead and SEND Lead.</p> <ul style="list-style-type: none"> •Identify /Train additional ELSA •Mental Health Lead Training Programme participation •Mental Health First Aid champion for pupils/adults <p>Systems to be in place to ensure that all aspects of SEMH are delivered in a high quality way and with appropriate resources.</p>	<p>All children to be able to access learning in a holistic and nurturing environment, supported by trained professionals where there is a SEMH need – closing the gap in attainment.</p>	<p>HT SEND 2021-22</p>	<p>Sept 21 Mental Health Lead identified. Training booked for this year. Sept 21 First Aid Mental Health Leads identified – exploration of role in place SEMH review in PDM cycle for Spr 1</p> <p>Summer 2022 – Mental Health Lead Training completed Aut 22 – Development of Mental Health Action Team in school</p>
<p>To support all writers to write fluently by identifying handwriting needs and addressing with</p>	<p>To address barriers to writing through a comprehensive and structured handwriting plan and policy. To create an intervention to support those learners who handwriting is not fluid and which restricts pace or clarity.</p>	<p>Whole school approach to the teaching of specific fonts at different stages of development leading to cursive writing in KS2.</p>	<p>July 2022</p>	<p>Spring 2 – ensure daily focus time on handwriting in each year group. Spring Term 2 identification of any learners across the school who may need intervention. Summer term 1:3 small group intervention.</p>

Information				
Target	Strategy	Outcome	Time frame	Achievement (Notes presented to the Board February 23)
<p>To have improved communication between home and school.</p>	<p>To use different methods of social media and internet connectivity to engage and communicate with all parents and carers.</p> <p>Explore Facebook / Twitter / Parent Forums</p>	<p>Better engagement from parents and carers. Improved relationships and better accessing of information for all families</p>	<p>Sept 2024</p>	

Review all school policies, procedures and plans to ensure that our vision and value statements are explicit within them and they are accessible to all stakeholders	<p>Provide information, policies, plans and letters in clear print in "simple" English</p> <p>Ensure website and all document accessible via the website can be accessed by the visually impaired.</p> <p>Policies are clearly identified on the website and provide clarity of expectations</p>	All aspects of school life promote equality of opportunity for all pupils and promote the school values	On-going	<p>In process Aut 21</p> <p>Sept 22 Website updated for phone use</p>
PHYSICAL ENVIRONMENT				
Target	Strategy	Outcome	Time frame	Achievement (Notes presented to the Board February 23)
Improve signage for exit routes & directions around school (stairs)	To have clear exit routes around school ensuring children can move around quickly and safely	Smooth movement of children around school.	April 2023	Summer 22 : Fire route signs have been put up. Review Spring 23
Maintain in good order our existing high quality access and provision for disabled people	<p><i>Maintain our gates, disabled ramps, doors, handrails and disabled toilet facilities in first class working order.</i></p> <ul style="list-style-type: none"> • Renew, where required, signage and external access for the visually impaired • Steps leading from EYFS to playground to be resurfaced • Yellow strip mark step edges & Windows that open out onto communal areas. 	All visitors in school can safely move around the school independently.	Ongoing Site manager	<p>Easy and safe access in and out of the school and provision within the school building for disabled people.</p> <p>23.11.21 Site visit by SSC – awaiting quote for services</p>

	Areas around the play equipment to be resurfaced	All children and visitors in school can safely move around the school independently.	HT Sum 21	23.11.21 Site visit by SSC – awaiting quote for services
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4. Monitoring arrangements

This document will be fully reviewed every 3 years, but will be updated each term where appropriate.

It will be approved by the Full Board of Directors.

5. Complaints

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. If you have concerns about your child's SEND provision or progress please refer to our SEND Policy.

6. Links with other policies

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

Health and safety policy

> Equality information and objectives (public sector equality duty) statement for publication

> Special educational needs (SEN) information report and policy

> First Aid and medicines (including supporting pupils with medical conditions) policy >

Behaviour for Learning Policy

> Critical Incident Plan

> School Development Plan

References

The Equality Act 2010: Advice for school leaders, school staff, Governing bodies and local authorities <http://preview.tinyurl.com/5wp9aa>

Equality Act Guidance downloads from the Equality and Human Rights Commission – includes Guidance for education providers – what the equality law means for you as an education provider <http://preview.tinyurl.com/3md47tk>

- > The School's complaints procedure covers the Accessibility Plan.
- > The Plan will be monitored bi-annually through the Curriculum, the SLT, by the SEND Lead, Health and Safety Audits, and by the Governing Body.
- > The Plan will be monitored by Ofsted as part of their inspection cycle.

Somerset County Council's local offer can be viewed at www.somersetchoices.org.uk.