

ASHDON PRIMARY SCHOOL

ACCESSIBILITY PLAN

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. The Governing Body is accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

The Ashdon Primary School Accessibility Plan has been drawn up based upon information supplied by the Local Authority, and in consultation with pupils, staff and governors of the school and will inform other school planning documents.

This plan was updated in Autumn 2022.

The Accessibility Plan is structured to complement and support the school's Equality Objectives.

We are committed to providing an environment which enables full curriculum access 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

- increase access to the **curriculum** for pupils with a disability, adapting the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the pupils without disability; *(If a school fails to do this they are in breach of duties under the Equalities Act 2010)*; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- improve access to the **physical environment** of the school, adding specialist facilities where possible - this covers improvement to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- improve the communication of **written information** to pupils, staff, parents and visitors with disabilities; examples might include letters, timetables, books and information about the school and school events; the information will be made available in various formats within a reasonable timeframe.

Target	Tasks	Timescale	Resources	Responsibility	Outcome/Review Evaluation
Access to Premises/Physical Environment					
School is aware of the access needs of disabled children, staff and parent/carers.	Create access plans for individual disabled children as part of SEND process, when and where necessary.	As and when Necessary.	Meeting with parents / carers to discuss SEND.	SENCo / Class teacher	
Ensure that all disabled pupils can be safely evacuated.	Put in place Personal Emergency Evacuation Plans for identified pupils, where and when necessary.	As and when Necessary.	PEEP paperwork.	Headteacher	
Ensure all fire escape routes are suitable for all.	Class 3 and Learning Zone needs small slope from fire exit.	September 2023.	Revenue budget.	Headteacher / Full Governing Body	
Ensure all new projects undertaken by the school meet DDA requirements.	Plans for new projects include DDA requirements. Seek specialist advice as necessary e.g., building consultant.	Ongoing.	Capital budget to be used.	Headteacher / Full Governing Body	
Access to Curriculum (Learning and Social)					
Ensure all teachers and TAs have access to specific training on disability issues.	Use TA appraisal to identify training needs and inform Professional Development process.	Ongoing.	CPD as and when required.	Headteacher	
All teachers widen their understanding of how to support Speech and Language needs within their class.	PD Day INSET session.	January 2022.	To be provided by trainers.	SENCo	
Ensure all staff are aware of disabled pupils' curriculum access.	Set up system for information to be shared with appropriate staff (including MDSAs).	As and when Necessary.	Folder with information in each staffroom.	SENCo	
Pupil/s with hearing and/or visual impairments can access the curriculum.	Staff trained to use specialist equipment.	Ongoing support from Matthew Bysouth, Hearing Impairment specialist.	Specialist equipment.	SENCo / Essex specialist advisor/s.	
Children with serious allergies or diabetes can attend school all day and access the full curriculum.	Train staff in medical needs. For example, EpiPen training or diabetes.	Ongoing.	School nursing team. Specialist equipment, e.g., EpiPens, diabetic monitoring equipment..	Headteacher / SENCo	
Children with SEMH needs can attend school all day and access the full curriculum.	Training from SEMH Specialist teacher team.	Ongoing.	SEMH specialist teacher team.	Headteacher / SENCo	
Access to Information					
Review information to parents/carers to ensure it is accessible.	Consult parents / carers about access needs when child is admitted to school	Ongoing.	School admission form.	Office staff	
Review information to parents/carers to ensure it is accessible.	Produce newsletter, school prospectus and other documents in alternative formats e.g., large print, Braille according to need.	Ongoing.	Photocopier. Purchases Braille printer (as and when required).	Office staff	