

# Ashleworth C of E Primary School



## Accessibility Plan

Approved by:	Full Governing Body
Reviewed:	13 May 2024
Date of Next Review:	May 2027

## Ashleworth C of E PRIMARY SCHOOL

### ACCESSIBILITY PLAN

At Ashleworth C of E Primary School, we want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

#### **Purpose of Plan**

This plan shows how Ashleworth C of E Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

#### **Definition of disability**

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day to-day activities.

#### **Areas of planning responsibilities**

Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)

Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)

Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

#### **Contextual Information**

Ashleworth C of E Primary School has been in its current location since 1842. The original Victorian single storey building houses the School Office, Staff Room, Toilets for pupils and staff, large classroom with attached kitchen/practical area. This building contains the only disabled toilet on the premises. Attached to the kitchen area is a conservatory; EYFS children currently use this as it opens onto an enclosed area. There are 2 entrances into the building. Each accessible by a single step. Both entrances are activated by a key fob system.

Next to the school building is a single class Elliot building. This can be accessed via one of the key fob entrances or directly from the school. There are 2 toilets located in this building and a separate cloakroom.

At present, we have no wheelchair dependent pupils, parents or members of staff. Significant alterations would need to be made to the building to accommodate.

### **Current Range of known disabilities**

The school has children with a range of disabilities to include moderate and specific learning disabilities.

### **Increasing access for disabled pupils to the school curriculum.**

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

### **Improving access to the physical environment of the school**

Access to Ashleworth C of E Primary School is via a public right of way. The playground is accessed via a ramp and gate. There is no school field; however the Village Green is used when the weather permits. The outside area, for EYFS pupils is accessed via the main classroom and through the conservatory. Access into the conservatory is via a narrow doorway; wheelchair access, to this area, would be difficult. We have a further outside area behind the Class 1 and staff toilets. Access is via a step. Plans are in place to develop this space and to improve access for disabled users. Premises are audited annually, however, the Headteacher and Governors are constantly reviewing the environment

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

### **Improving the delivery of written information to disabled pupils**

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<p><b>Access to Curriculum</b></p> <p>Ensure ICT appropriate for pupils with disabilities.</p>	<ul style="list-style-type: none"> <li>▪ Review accessibility of ICT (including ipads, laptops &amp; interactive panels) using specialist expertise e.g. Forest ICT</li> <li>▪ Involve pupils in review of hard &amp; software.</li> <li>▪ Prioritise new software to purchase.</li> <li>▪ Train staff as required</li> </ul>	ongoing	Forest ICT support allocation	ICT Lead and SENDCo	HT & SEND Governor
<p><b>Access to Curriculum</b></p> <p>Create effective learning environments for all utilising feedback from pupil groups.</p>	<ul style="list-style-type: none"> <li>▪ Reinforce responsibilities of all teachers as outlined in the National Curriculum Inclusion Statement.</li> <li>▪ Circulate “Reasonable Adjustments” Classroom Checklist to all staff. Ensure all classrooms and resources are organised in accordance with pupil need.</li> <li>▪ Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties.</li> <li>▪ Seek issues and feedback from staff and pupils.</li> <li>▪ Review PE and PHSCE curriculum</li> <li>▪ SENDCo to work with staff to ensure learning environment and planning meets the needs of all individuals</li> </ul>	Ongoing	<p>Staff training – as required</p> <p>Release time for teaching and support staff to attend identified CPD</p>	All staff	<p>SENDCo through observations of specific children</p> <p>Head, Subject Leaders and Governors</p> <p>PE Leader</p>

	<ul style="list-style-type: none"> <li>▪ Accessibility statement included in intent, implement and impact documents</li> </ul>				
<p><b>Access to wider curriculum</b></p> <p>Increase participation in school activities.</p>	<ul style="list-style-type: none"> <li>▪ Audit participation in extra-curricular activities and identify any barriers.</li> <li>▪ Ensure school activities are accessible to all students.</li> <li>▪ Investigate TA flexibility to cover extra-curricular activities if needed.</li> <li>▪ Explore opportunities for involvement in wider cluster activities</li> </ul>	Ongoing based upon pupil need	<p>Governors to identify contingency budget for TA cover for extra -curricular activities if needed.</p> <p>Training needed on risk assessments for trips and extra-curricular activities.</p>	Headteacher	Governors
<p><b>Impact Analysis</b></p> <p>Ensure all policies consider the implications of Disability Access.</p>	<ul style="list-style-type: none"> <li>▪ Analyse impact of Behaviour, School Rules, Anti-Bullying Policy, Educational Visits, Homework, and Health Provision in relation to pupils with disabilities. Involve pupils in all reviews.</li> <li>▪ Consult pupils and staff on any proposed changes.</li> <li>▪ Introduce new policies as required</li> </ul>	Ongoing	<p>HT and SENDCo time to review policies.</p> <p>Development time for specific actions relating to individuals</p>	HT and SENDCo	Governors
<p><b>Premises</b></p> <p>Increase site access to meet diverse needs of pupils, staff, parents and community users.</p>	<ul style="list-style-type: none"> <li>▪ Review My Plans and EHCP plans</li> <li>▪ Identify accessible play equipment (School Council involvement)</li> <li>▪ Look into feasibility of spiritual garden</li> <li>▪ Improve signage of evacuation procedures, internet safety, fire drill etc</li> <li>▪ Ensure disabled pupils can evacuate the school site safely</li> </ul>	Ongoing	<p>SENDCo release</p> <p>Costings of sensory area</p>	<p>SENDCo</p> <p>Resources Committee</p>	H&S Governors

	<ul style="list-style-type: none"> <li>▪ Review access to and safe evacuation procedures for EYFS outside area</li> <li>▪ Develop sensory outside provision</li> </ul>				
<p><b>Attitudes</b></p> <p>To promote positive attitudes to disability</p>	<ul style="list-style-type: none"> <li>▪ Review PSHE Curriculum</li> <li>▪ Review Assembly Programme: widen focus of Different/Same theme – continue with weekly No Outsiders</li> <li>▪ Involve local disability groups in assemblies and visits to school</li> <li>▪ Regular items for letters/website highlighting achievements of pupils with disabilities</li> </ul>	Ongoing	Allocation from budget as required	PSHCE Lead and Finance Admin	HT and Governors
<p><b>Newsletters and Information</b></p> <p>Availability of documents in alternative formats.</p>	<ul style="list-style-type: none"> <li>▪ Large print and audio formats etc as required.</li> <li>▪ Monitor uptake of documents in alternative formats</li> <li>▪ Review accessibility of newsletter and letters for parents.</li> <li>▪ Homework information available as information sheets in alternative formats as appropriate</li> <li>▪ Use of Class Dojo to present information in accessible form</li> </ul>	Ongoing		Admin & HT	Governors

Michelle Kelly – Headteacher

Spring Term 2024