ASHLEY DOWN

PRIMARY SCHOOL

Accessibility Plan

Date adopted: December 2024

Review cycle: Every three years unless legislation changes.
Committee/Group responsible for this policy: Quality of Education

History of recent policy updates			
Date updates agreed	**Summary of changes made**	**Relevant people/stakeholders advised of changes?** (i.e. FGB/staff/parents/children)	**Revised policy saved in school folder and added to GovernorHub**
Decemb-er 2024	Accessibility policy for each school rather than the federation.	Staff, parents and governors.	

Signed by:

A Sood	Headteacher	December 2024
S Moysey	Chair of Governors	December 2024

Aims of the Accessibility Plan

This plan outlines how Ashley Down Primary School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

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

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed **every three years** to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

Ashley Down Primary School - The Accessibility Audit

The governing board will undertake an **annual** Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Ashley Down Primary School - Planning duty 1: Curriculum

	Objective	Action	Who	When	Outcome	Review
Short term	Children with SEND will be able to access all learning in class at their level of ability.	Teachers' planning will take account of the needs of children with SEND and differentiation of activities developed where needed.	Teachers SENCo Phase leaders	From Sept 2024	Children with SEND will make progress towards their individual targets.	July 2027
Medium term	Children with Dyslexia will have their needs met through effective planning, quality first teaching and appropriate resources in class.	Teachers will ensure children with Dyslexia do not have to copy from the board, can use overlays or coloured papers, use of an iPad for screen mirroring, have extra time if needed and have instructions 'chunked'. Audit teachers' use of buff coloured background on interactive boards.	Teachers LSAs SENCo Phase leaders	From Sept 2024	Rising number of children with a diagnosis of Dyslexia will make progress and feel supported in class, leading to improved self-esteem and better outcomes.	July 2027

Long term	The curriculum will support those with SEMH needs so that they can better access classroom learning. SEMH interventions show clear entry and exit criteria and effective impact.	Review starting entry and exit point for ELSA intervention.	Teachers SENCo Phase leaders	From Sept 2024	Children with SEMH difficulties will feel more settled in school and show increased levels of resilience.	End of July 2027

Ashley Down Primary School - Planning duty 2: Physical environment

	Objective	Action	Who	When	Outcome	Review
Short term	Children with SEND are supported through access to suitable equipment and resources in classes	Teachers to ensure children with SEND have the equipment stated on their Pupil Passport/ ITP/EHCP and are supported in using it effectively	Class teachers SENCo Phase leaders	Ongoing - when a child with SEND joins the school or advice is provided by an outside agency e.g. Ed Psych, OT	Children will have the resources and equipment they need to support them in class	July 2027
Medium term	To ensure spaces in the school are used to maximum effect to meet the needs of the children with SEND in the school	Intervention spaces to be timetabled for. Harbour room created to support children with specific high neds. Inventory and audit (December, April, July) of resources required specific to those using it.	SENCo Teachers Phase leaders LSAs Caretaker	Start of 2024	All spaces in the school will be being used to maximum effect and provision for those with SEND is improved.	July 2027

Long term	Outdoor spaces to be used to maximum effect to support children with SEND	Visit and summarise KS1 playground spaces that are working well. KS2 playground to include features and resources (e.g. growing areas) to support the needs of children with SEN, sensory needs etc.	Teachers SENCo Phase Leaders Caretaker Head teacher School Business Manager	Over the next 3 years	The outdoor learning areas will fully support the needs of children with SEND and appeal to a range of needs	End of 2027

Ashley Down Primary School - Planning duty 3: Information

	Objective	Action	Who	When	Outcome	Review
Short term	The needs of children with SEND are supported in class through up to date Pupil Passports	All teachers to complete Pupil Passports for their SEND children which are shared with parents and OPP kept in classes for supply staff to access.	Class teachers	At the start of the year or when a child joins the SEND register	Children will have the correct support from supply staff and feel they have a voice in how their needs are met in school	July 2027
Medium term	To ensure school community including parents of children with SEND, have full access to events and support offered through use of social media and local forums and groups.	Look at how to link social media communities with school website and school communication.	School Business Manager and IT support	2024-2027	School will have a Twitter or Facebook account and be able to inform parents of events more easily	2024-2027
Long term	To audit website and ensure parents, including those of children with SEND, have access to information they need, including the SEND report	SEND report to be updated with parent support Parent voice taken on the usability and helpfulness of website	SENDCO, School Business Manager and IT support	2024-2027	Website will be up to date and useful for parents	2024-2027