



# Accessibility 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.

At Ash Primary school, we know that all children can thrive when they are supported in their learning and development. We believe that every child can make progress in their learning with the right support and high-quality teaching. We aim to provide a rich and stimulating curriculum to every child, ensuring that all children are included and celebrated for their unique talents and abilities

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.

We work with our Local Authority, Somerset County Council.

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.

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 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.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to ensure it meets the needs of all pupils.</li> <li>• Individual care plans in place for pupils with medical needs.</li> <li>• Risk assessments for pupils with physical disabilities as appropriate.</li> </ul>	<p>Pupils can access learning.</p> <p>Pupils can participate in school trips and external events.</p> <p>A disability is not a barrier to making progress or accessing age appropriate activities.</p> <p>Pupils needs are met across all areas of learning.</p>	<p>Reviews via Assess, Plan, Do, Review.</p> <p>Person-Centered review in conjunction with appropriate professionals.</p>	SENCo	June 2024	<p>Pupils make good progress.</p> <p>Pupils are engaged and happy in learning.</p> <p>Pupils are independent in their learning and can communicate the ways that they enjoy access to the curriculum.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Ramps to Honeypot and Elliot Huts</li> <li>• One level throughout main building</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Use of specialist equipment such as Soundfield System for hearing difficulties or large print for Vision support.</li> <li>• Mobile internet enabled devices</li> </ul>	<p>Care plans are updated annually, and modifications made as appropriate.</p> <p>Areas of learning are accessible for pupils, staff and visitors with physical disabilities.</p> <p>Internet access throughout site.</p>	<p>Some areas of school- Honeypot and Elliot Huts need modification for wheelchair access in the future.</p> <p>Annual Review of accessibility to include corridor and room access, entrances to the school building, toilet accessibility, internal signage and emergency exits.</p>	SLT	June 2024	<p>Physical access to all area of the site will be seamless.</p> <p>Pupils will be able to access all areas of the school and nursery, and the wider site.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p> <p>Ensure the voice of disabled pupils and their families are heard/ represented and supported</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations (STC)</li> <li>• Visualisers</li> <li>• Objects/ PECS as reference</li> </ul> <p>Positive relationships between staff and parents, key check-in time for disabled pupils, additional opportunities for pupils to engage in activities that contribute to the life of the school.</p>	<p>To ensure all pupils and visitors can access information as well as all other members of the school community</p> <p>To develop the impact of disabled pupil voice</p>	<p>Review communication with parents and support with alternative fonts/size of print/delivery if appropriate.</p> <p>Pupil leadership team to be developed in Sept 21 to include disabled pupils.</p>	<p>SENCo</p> <p>SENCo</p>	<p>June 2024</p> <p>June 2024</p>	<p>Clear STC in all classrooms where pupils with SAL needs.</p> <p>Dyslexia friendly strategies evident in all classes. Training for staff completed.</p> <p>Disabled pupils will contribute to the review of provision and lead development.</p>

#### **4. Monitoring arrangements**

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary. DUE TO SITE DEVELOPMENTS AND ADDITION OF NURSERY PROVISION, THIS WILL BE ANNUALLY

#### **5. Links with other policies**

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

- Risk assessments
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- SEND Policy and Special educational needs (SEN) information report