



Accessibility Policy

Adopted by Ashby Hastings Primary School on:	Date: 25 August 2021	
This policy will be reviewed	As policies, procedures and regulations are updated.	
Version	2.0	
Signed by Chair of Governors:	Charlotte Owen	
Reviewed:	Date: 20/08/24	Initials: RM

For the purpose of this policy, the 'Head Teacher' refers to the Executive Head teacher, Head teacher or Head of School.

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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.

'Inspiring Minds to Foster Confidence'

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.

Ashby Hastings has formed the following procedures in line with the Symphony Learning Trust and Leicestershire 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.

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.

This policy complies with our funding agreement and articles of association.

3. Action Plan		
Policy	Evidence	Action
All staff have necessary training to teach and support pupils with a range of disabilities and have access to specialist teachers and external agencies for information and advice	<ul style="list-style-type: none"> • INSET records – school and individuals • Employ member of specialist teaching service for specific pupils • Team Teach Training for a number of key staff • Autism INSET • Attachment Disorder INSET • Specialist Assessments- reading, writing, maths • Interventions for groups and individuals • Regular assessments by Speech and Language Therapist – work to their plans • Written reports from external agencies 	Continue to train staff to meet needs of individuals
Pupils with emotional, social and behavioural difficulties are supported in school	<ul style="list-style-type: none"> • Ongoing work with CMH counselling • EP assessments • School Nurse • LSA support for individuals • Pastoral Support Provision • Family Outreach Worker targeted support • Individual records 	Maximise number of LSAs to support pastorally and in teaching throughout school
Classrooms and other are optimally organised for those with disability	<ul style="list-style-type: none"> • Space is utilised to facilitate group and individual learning space 	Utilise outdoor area and other relevant spaces in school
Work is differentiated and staff have high expectations of all	<ul style="list-style-type: none"> • Lesson observations • Learning Walks • Reviews • IEPs • Governors' monitoring 	continuous
Children work in different ways – group, individual and whole/cross class and teachers tap into different styles	<ul style="list-style-type: none"> • Observations • Learning walks • Book Scrutiny 	continuous

All pupils are encouraged to take part in music, drama and physical activities	<ul style="list-style-type: none"> • Inclusion at extra –curricular clubs, visits and performances • Swimming provisions 	continuous
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Policy	Evidence	Action
Staff recognise and plan for additional time and effort needed by some disabled pupils- slow processing/writing speed, dyslexia, vision impairment	<ul style="list-style-type: none"> Staff aware of needs – Support Plans/ staff meetings – time for pupil concerns/Class team meetings Inclusion leader tracking of progress 	<p>SENDCo work with class teachers</p> <p>Relevant publication highlighted</p>
Adults and children listened to and needs addressed	<ul style="list-style-type: none"> Surveys Survey follow up 	
The layout of areas around school allows access to all. Wheelchairs could get about if required	<ul style="list-style-type: none"> Ramps are fitted 	Ensure that no steps cause an obstruction.
Furniture and equipment selected and appropriate	<ul style="list-style-type: none"> Tables and chairs appropriate size Wedges, coloured overlays, triangular grips, IT etc to support individuals 	SENDCo to ensure that the equipment is available to all teachers
Disabled toilet facilities adequate	<ul style="list-style-type: none"> Disabled access Hoist, if necessary 	When not in regular use ensure good housekeeping/ avoid storage
All information presented in user-friendly way Can ask for alternatives	<ul style="list-style-type: none"> Open door policy – regular contact with parents Office support completing forms Feedback on parent survey Curriculum mornings / newsletters / website 	Provide additional support for children without the home support
Maximise pupils' awareness of disability	<ul style="list-style-type: none"> Through curriculum opportunities Visitors to school Assembly Themes 	Teachers to ensure a focus on this.

4.1 Development of Curriculum

As the school grows year on year, Ashby Hastings will constantly research best practice to ensure that the curriculum is fit for purpose. As the school grows in number and year group the curriculum will be developed in line with national standards, meeting the needs of its pupils.

4.2 Premises

The suitability of the premises will be reviewed constantly to ensure it is accessible for all. Although new, a budget plan will be produced for school development, maintenance and repair to maintain a high standard of accommodation.

4.3 Information and Communication

The majority of school information will be available on the website hard copies can be requested. The school will use Twitter, Weduc and the tradition media to keep parents and the wider community up to date with information.

5. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the LGB of Ashby Hastings Primary School.

6. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy