

# Ashton CEVC Primary School



## Accessibility Plan 2018-2021

Ashton is described by both visitors, parents and staff as having a welcoming and happy environment. Our strap line is “Each Valued. Each Talented. Each Unique. Valuing all God’s children.” This underpins our work every day as we strive to achieve the best for all of our children. We want all children to enjoy school, to be challenged to achieve their full potential, and to consider their time at school as their own learning adventure. We are committed to giving our pupils every opportunity to achieve. We do this by taking account of pupils’ varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations of all pupils. The achievements, attitudes and well-being of all our children matter.

### Purpose of the Plan:

This plan shows how we intend, over time, to increase the accessibility of our schools 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 affect 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 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 schools 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:

Ashton CE Primary School is an old Victorian schools, set up to serve the local communities. The school has been on its current site since 1854. The site consists of the original Victorian classroom with a hall and second classroom added at later dates. There is disabled access around the school through slopes, there are steps around the building – a step down from the original building to the hall and then three sets of three steps in the hall. There are ramps and step free access outside the building so that anybody in a wheelchair can access all parts of the building. There is a disabled toilet in the hall. We currently have one child who uses a wheelchair and is able to access all areas of the school by using external ramps where needed. They are also able to access the disabled toilet and also an adapted toilet in the Infant class.

## 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, 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.

### Improvement Plans

#### Educational

Target	Strategies	Time-Scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access. Assign CPD for dyslexia, differentiation and recording materials	Ongoing, as required	SENDCO	Raised staff confidence in strategies for differentiation and increased pupil participation.
Ensure support staff have specific training on disability issues.	Be aware of staff needs Access appropriate CPD	Ongoing as needed	SENDCo	Raised confidence of support staff.
Ensure all staff are aware of disabled children's curriculum access.	Set up individual access plans for disabled children.  Information sharing with outside agencies	As required	SENDCo	All staff aware of individual needs.
Use ICT Software to support learning	Make sure software is included when needed.	As required	SENDCo	Wider use of resources in the classroom.
All educational visits to be accessible to all	Develop guidance on making trips accessible. Ensure each new venue is vetted for appropriateness.	As required	EVC/Head Teacher	All pupils ins school able to access all educational visits and take part in a range of activities.
Review PE Curriculum to ensure that it is accessible to all.	Gather information on accessible PE and disability sports. See disabled sports people come to school	As required	Head Teacher	All to have access to PE and able to excel.

## Physical Environment

Target	Strategies	Time-Scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors.	<p>To create access plans for individual disabled pupils as part of the IEP process when required.</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate.</p> <p>Through questions and discussions find out the access needs of parents/carers</p> <p>Consider access needs during recruitment process.</p>	<p>As required</p> <p>Induction and ongoing as required.</p> <p>As required</p> <p>Recruitment process</p>	Head Teacher	<p>IEPs in place for disabled pupils and all staff are aware of needs</p> <p>All staff and governors feel confident their needs are met</p> <p>Parents have full access to all school activities</p> <p>Access issues do not influence recruitment</p>
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Headteacher/ Governors/ Bursar/Site Supervisor/ Surveyor	Re-designed buildings and facilities are usable by all
Disabled toilets to allow access to all pupils, staff, parents, visitors	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Headteacher/ Governors/ Bursar/Site Supervisor/ Surveyor	Disabled toilets which are useable by all
Improve signage and external access for visually impaired people	Yellow strip mark step edges Visitor signs in braille	On-Going	Site Supervisor	Visually impaired people feel safe in school
Ensure all disabled people can be safely evacuated	Put in place Personal Evacuation Plans for all pupils/staff with difficulties	As required	SENCO	All disabled people are safe in the event of a fire

	Develop a system to ensure all staff are aware of their responsibilities	Annually	Site Supervisor	
Ensure accessibility of access to IT equipment	Liaise with VI on information with regard to visually impaired pupil	On-going and as required	ICT Lead	Hardware and software available to meet the needs of children as appropriate
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access	On-going and as required	Site Supervisor	All disabled people able to have safe independent egress.

### Improving the delivery of written materials 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 the 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.

Target	Strategies	Time Scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible	<p>Provide information and letters in clear print in "simple" English.</p> <p>School office will support and help parents to access information and complete school forms</p> <p>Ensure school website and all documents accessible via the school website can be accessed by the visually impaired.</p>	Ongoing	Office Staff	All parents receive information in a form that they can access

Improve the delivery of information in writing in an appropriate format	Provide suitable enlarged, clear print for pupils with visual impairment	As required	SENDCO VI Team	Excellent Communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	Ongoing	SENCO	Staff produce their own information
Provide information in other languages for pupils or prospective parents	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENCO	Pupils/parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or parents who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirements for access by person with visual impairment	Ongoing	Office Staff/Head Teacher	All can access information about the school