

The Asfordby Hill School



Accessibility Policy and Plan

This Policy Links With: SEND Policy Equal opportunities Teaching and Learning Policy Risk assessment	
Recommended:	
Statutory:	
Date Reviewed:	October 2023
Date of Next Review:	October 2026
Committee Responsible for Review:	QEHS
Signature of the Chair of Governors:	

Introduction:

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.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including the Governors of the school.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

Key Objective:

To reduce and, where possible, eliminate barriers for pupils, and prospective pupils, with a disability in order that all can access the curriculum and to fully participate in all aspects of daily life at Asfordby Hill Primary School.

The school is built as a single level structure. There is access to all areas, including stair cases in the building. Therefore, no major building needs to be done to accommodate pupils with disability as defined by the DDA.

Principles:

Compliance with the DDA is consistent with Asfordby Hill Primary School's aims and Equal Opportunities Policy, and the operation of the SEND policy. Asfordby Hill Primary School recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services;
- not to treat disabled pupils less favourably;
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage;
- to publish an Accessibility Plan.

In performing their duties, governors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2002). Asfordby Hill Primary School recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

Asfordby Hill Primary School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles.

All our work is underpinned by our values as a school. We also endorse the key principles in the National Curriculum 2014 framework, which underpin the development of an inclusive curriculum whereby every state-funded school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Teachers will set high expectations for every pupil. They will plan stretching work for pupils whose attainment is significantly above the expected standard.

They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

Teachers should use appropriate assessments to set targets which are deliberately ambitious by:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Activity

a) Education & related activities:

Asfordby Hill Primary School will continue to seek and follow the advice of, Local Authority (LA) services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS.

b) Physical environment:

Asfordby Hill Primary School will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises.

c) Provision of information:

Asfordby Hill Primary School will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Asfordby Hill Primary School SCHOOL ACCESSIBILITY PLAN – 2023-24

The plan is also available by e-mail, or in an enlarged print version, on request to the Head Teacher

Access to the Curriculum					
PRIORITY	LEAD PEOPLE	STRATEGY/ACTION	RESOURCES	TIME SCALE	SUCCESS CRITERIA
Continue to develop an autism friendly school	Sendco	Training provided for all staff Making Sense of Autism	SEND budget	September 2023	Increased access to curriculum for autistic pupils
Appropriate ICT equipment	Computing Co-Ordinator	Effective ICT plan	ICT budget/fund raising	Plan in place and reviewed and a regular basis	Needs of pupils met
Improve Social, Emotional Support	SENDCo/ mental health trained member of staff	Identify pupils who need ELSA support and create a plan for them. Give individual or small group therapy as required. Lego therapy Mental health training completed by HT CPD planned for teaching staff 2023-24 cycle	Pastoral time	Immediate and ongoing	Pupils emotional needs are supported to enable them to be included 1 trained ELSA leads timetabled in sessions weekly All teaching staff trained Bank of signposts for parents
Medical information available for all pupils with additional needs	SLT/Sendco/ office manager	Medical information given to all class teachers and displayed non-named folders	SLT/Sendco time	Immediate and ongoing	Pupils can participate in all activities by effective management of medical condition

Access to the Physical Environment

Improvement of facilities for disabled pupils and members of the public	SLT	Disabled toilet installed and in use		Autumn 2023	Increased access for those with a disability
Hand and grab rails	PO/SBM	Maintain and replace as appropriate	H&S Budget	Ongoing	Accessibility to all areas of grounds and building.
PEEPs for individuals	SENDSCO	Plan PEEP, share with staff and parents, staff to go through with individual children.	-	Ongoing	Emergency evacuations monitored and PEEPS evaluated as needed.