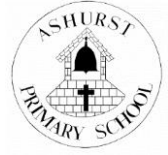




# **ASHURST CE AIDED PRIMARY SCHOOL**

## **Accessibility Plan 2024 - 2027**



### **Aims**

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of this plan is 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

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

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.

### **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.

### **Introduction**

This policy has been created in consultation with staff, governors, parents/carers and pupils. At Ashurst CE Aided Primary School, we are committed to giving all of our children every opportunity to achieve the highest of standards.

We strive to ensure that Ashurst CE Aided Primary School is an inclusive school. We actively seek to remove barriers to learning and participation that can hinder or exclude individual children, or groups of children.

This means that equality of opportunity must be a reality for our children.

We understand that all of our children have different needs and can make different contributions to the life of our school. The responsibility for making this a reality lies with all of us; teachers, support staff, governors, families, carers and the children themselves.

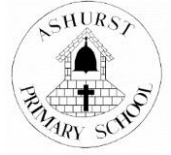
Every Ashurst CE Aided child can expect to:

- Feel secure and safe in school
- Know their contribution is valued
- Have their culture, faith, gender, disability or impairment treated positively and with respect
- Have opportunities to appreciate and value differences in others
- Have their voice heard and learn about inclusive principles through the School Council
- Experience success and achieve targets



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• Take a full part in the daily life of our school including the 'wider curriculum' regardless of disability or medical needs

We do this by taking account of children's varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children.

### The Governing Body

The Governing Body has three key duties towards disabled pupils, under the Disability Discrimination Act (DDA) 1995:

1. Not to treat disabled pupils less favourably for a reason related to their disability
2. To make 'reasonable adjustments' for disabled pupils, so that they are not at a substantial disadvantage
3. To plan strategically (via the Accessibility Plan) to increase, where possible, access to school premises and the curriculum.

The Governors are committed to the National Curriculum Inclusion Statement, 'Providing effective learning opportunities for all,' through school practice and policy that reflects the principles of Inclusion:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
  
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Part of the Governors role is to:

- Regularly check and update school policies including, Positive Behaviour Policy and Accessibility
- Have named governors for Children with Special Educational Needs, Pupil Premium, Children Looked After and Safeguarding
- Attend relevant e.g. West Sussex County Council (WSCC) / Diocesan training

### Definition of Special Educational Needs

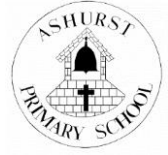
In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The Special Educational Needs and Disabilities (SEND) Code of Practice 0 - 25 Years (DFE, 2014) says children have a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of children of the same age; or



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- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fail within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Children must not be regarded as having a learning disability solely because of language or if the language of their home is different from the language in which they will be taught.

### **Our Commitment to individual pupils**

When an individual with a disability is known to be coming to Ashurst CE Aided Primary School, we will aim to implement a plan that will:

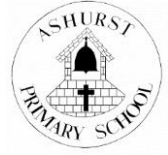
- assess their needs and any adaptations that can be made to the environment within the context of the listing of the building
- establish what resources would need to be purchased
- assess if we have the required skills and expertise amongst the existing staff to support that individual pupil
- assess any medical requirements.
- discuss if specific training is required.

We will carefully consider the availability of the school budget to meet any identified provision against how it will impact on the ability of the school to meet its wider obligations to all individuals in the school.



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### **The School Context**

Ashurst CE Aided Primary is a rural, village school built in 1873. The school currently has an average of 14% of children on the SEND register with varied needs. The Special Educational Needs of the children include Speech and Language and Autism Spectrum Disorder. Currently, the school does not have any child, parent/carer or staff member who uses a wheelchair.

### **Curriculum**

The Headteacher, Senior Leadership team and the SENCO, have a responsibility for the strategic direction of the school which includes leading effective curriculum and professional development of all staff.

All teachers including subject leaders and support staff make sure that the principles of inclusion underpin the planning and delivery of the Curriculum.

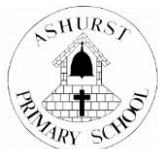
Together they:

- Treat each other and all children equally and with respect
- Ensure that suitable learning challenges are set, underpinned by high expectations
- Are sensitive to the children's diverse learning needs and learning styles with appropriate timetabling and grouping of children including peer support
- Work towards overcoming potential barriers to learning and assessment for individuals and groups of children by appropriate deployment of learning support
- Question any differences in the achievement of different groups of children
- Look for ways to support children who might not be achieving their best
- Review the effectiveness of their actions
  - Attend courses and share good practice, both across and within school referring to principles of inclusion when planning lessons and reviewing policy
- Work with external agencies to seek advice and support
- Use ICT to facilitate and enable access

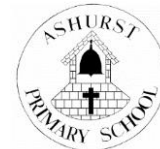
Continually improving teaching and learning, lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim, through Quality First and adaptive teaching, to meet every child's need within our classes.

All children, including those with SEND, have access to a range of after school clubs, cultural activities and educational visits.



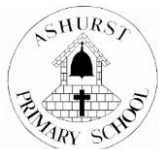


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					which meets the needs of all learners.
Parent/carer/pupil involvement	Co-production meetings take place half termly with all stakeholders invited	ISP's are completed with targets that involve input from all stakeholders and are reviewed.	Half termly	SENCo class teachers	All parties involved in co-production are involved, pupil and parent voice is evident in planning and ISP documentation
Information for parents/carers to be clear for all.	Information in newsletters and information letters is in clear print, translated where necessary and easily understandable. Opinions of parents/ carers is regularly sought regarding communication and information available.	School Office to help parents access school information and complete forms. Parents/carers are invited to complete 'Google Forms' to garner their opinions	During induction / On going	Office Staff	Parents feel that the communication system is effective. Everyone can access information/learning in class, in and around the school and via the website Parents/carers have an easier way to indicate their preferences and responses
Physical environment	Flat entrance access into the school building is available through the Junior entrance gate and the Junior entrance door. All classes are accessible from the corridor.	An individual's disability needs and any adaptations required to the environment, within the context of the listing of the building, will be carefully considered for practical application. PEPs (Personal Evacuation Plans) will be prepared as necessary	As necessary	Headteacher SBM SENDCo	The school environment is adapted to suit individual needs where practicable. The safe evacuation of individuals will be established and maintained through practice in line with Fire and Emergency Drills in school.
Ensure that languages other	Display posters in a variety of	Gain support from EMTAS	Ongoing according	SENDCo	Learning walk shows evidence that a

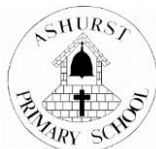


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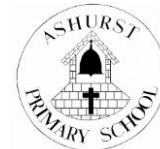


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<p>than English are visible in and around school if required, e.g. noticeboards, resources.</p>	<p>languages to reflect languages spoken within the school community.</p>	<p>Support from bi-lingual families</p> <p>Time to translate words / text</p>	<p>to language spoken by the families</p>	<p>Staff</p>	<p>variety of languages are being used on displays and labels around the school. Pupils and/or parents feel supported and included.</p>
<p>Ensure that languages spoken by children are accessible for those who have EAL</p>	<p>Use of Google translate on computers.</p>	<p>Purchase specific reading pens that can translate into languages required</p>	<p>As required</p>	<p>Class teacher, SENCo, ICT lead</p>	<p>Language barriers will be lessened, children will be able to access learning materials and resources independently.</p>
<p>Audit the representation of people with disabilities in books, the environment and teaching materials.</p>	<p>Library book displays ensure an inclusive representation of communities</p>	<p>Engage with West Sussex Library Services to ensure a regular supply of appropriate texts to show inclusion of all.</p>	<p>Ongoing</p>	<p>English Lead</p>	<p>Library and classrooms use texts and teaching materials, which include all groups and communities.</p>
<p>To provide specialist equipment to promote participation in learning by all pupils.</p>	<p>The needs of the children in each class are assessed and provided with equipment as needed. eg. special pencil grips, reading pens, headphones, Talk to Text, coloured paper and overlays, adapted cutlery, writing slopes etc.</p>	<p>Engage with outside agencies to ensure adaptations are personalised and appropriate.</p>	<p>Reviewed half termly at co-production meetings</p>	<p>SENCo and class teachers</p>	<p>Children will develop and strengthen independent learning skills.</p>
<p>To meet the needs of individuals during statutory end of KS2 tests.</p>	<p>Children are assessed in accordance with regular classroom practice, and additional time,</p>	<p>Gain support from EMTAS if appropriate Plan for and arrange different learning spaces</p>	<p>annually</p>	<p>Headteacher with SENCo and class teachers</p>	<p>Barriers to learning will be reduced or removed, enabling children to achieve their full potential.</p>



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	use of equipment etc. is applied for as needed.	for pupils to access the KS2 test including staff, observers, timers and equipment. Plan for pupils to have practice sessions in these learning spaces.			
To ensure that the accessibility Plan becomes an annual item at the FGB meeting.		Clerk to Governors to add policy to the list for annual FGB business meeting	Annually		Adherence and compliance to relevant legislation

### Monitoring arrangements

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

It will be reviewed by the SENDCo and Lead Governor for SEND/ SEND champion.

It will be approved by the Children and Learning subcommittee.

### Links with other policies

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

- Risk Assessment policy
- Health and Safety policy
- Special educational needs (SEN) information report
- SEND policy
- Positive Behaviour Policy
- Medicines in School Policy
- Child Protection and Safeguarding Policy
- Equality and Diversity Policy
- Online Safety Policy
- Complaints Policy
- Curriculum Policies

Approved by FGB:	February 2024
Next Review Date:	February 2027