



Ashover Primary School Accessibility Action Plan 2021-2025
(4 Yearly)

	Date	Minute No.	Review date
Reviewed & Approved (v2) by Governors	17/10/2018	17/10/2018.22	Oct 2021
Reviewed by Governors	21/10/2021	20/10/2021.20	Oct 2025

Introduction

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by Ashover Primary School.

Definition (Equality Act 2010)

“A person has a disability 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 carry out normal day to day activities” Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘**substantial**’ means ‘**more than minor or trivial**’. ‘**Long-term**’ means **has lasted or is likely to last more than 12 months**.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term**. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis. A significant number of pupils are therefore included in the definition.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.

The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date. This plan reflects new statutory requirements for the setting of Equality Objectives.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to

reinforcing our culture of inclusion, support and awareness within the school. The Ashover Primary School Accessibility Plan shows how access is to be improved for students with disabilities, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

Increase access to the **curriculum** for students with a disability, ensuring that students with a disability are as equally prepared for life as are our students who do not have a disability; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum.

Improve access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.

Improve the delivery of **written information** to students, staff, parents and visitors with disabilities; examples might include hand-outs, visual timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Accessibility Plan 2021-2025

	Issue	Action	People/ Resources	Timescale	Success Criteria	Monitoring Method: Who? How?	Update
1	Ensure ability for children to hear appropriately within lessons.	Appropriate hearing systems in place for individual children	Head Teacher. SENCo Hearing Impairment Unit	Ongoing - depending on needs of specific cohorts	Relevant systems fitted and in use.	RM Committee to feed back to Governing Body annually. Head Teacher/SENCO to disseminate	1 hearing impaired pupil in Y5, school working with hearing impaired service

						information to relevant parents.	
2	Ensure visibility of steps through school is maintained.	Re-paint non slip yellow paint on all steps when necessary.	Site supervisor maintain regular checks. Head Teacher Visually Impaired Unit Paint - approx £150	Ongoing	Physical accessibility of the school is maintained.	RM Committee to feed back to Governing Body annually.	
3	Ensure visibility of hand rails through school is maintained.	Re-paint all handrails in high contrast colours when necessary.	Site supervisor maintain regular checks. Head Teacher. Paint - approx £150	Ongoing	Physical accessibility of the school is maintained.	RM Committee to feed back to Governing Body annually.	
4	Availability of written material in alternative formats	School makes itself aware of the services available through LA for converting written information into alternative formats.	School Business Officer SENCo	On-going	If needed the school can provide information in alternative formats.	Head Teacher Feedback from parents and staff.	

5	Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairments.	Seek advice from visual impairment team. Look at when redecorating classrooms and corridors.	Advisory Teacher for Visual Impairment Head Teacher SENCo Costs to be determined	On-going	Physical accessibility of the school is improved.	Head Teacher Feedback from pupils.	
6	Raise staff awareness of disabilities issues.	School to seek advice from experts. Consider needs of specific pupils, both for school and off-site activities.	LA. Health Authority. Disability Rights Commission. All school staff.	On-going	Teachers and LSAs aware of issues. Detailed information and support available and passed on by staff.	Head Teacher. SLT SENCo. Class Teachers. LSAs. Other non-teaching staff.	
		Promote disability equality via <ul style="list-style-type: none"> • Staff meetings. • Lessons. • Assemblies. • Celebrating difference. 	Whole staff	On-going	Increased whole school awareness of disability issues.	SENCo All staff.	
7	Ensure that all school trips & residential visits are	Thorough planning. Advance visits.	Visit leaders. Educational Visits Co-Ordinator.	On-going	School trips & residential visits are	Head Teacher Educational Visits Co-ordinator. Trip leaders.	

	accessible for pupils with learning or physical disabilities.	EVOLVE Form, risk assessments and event specific notes.	Head Teacher.		accessible for all pupils.	Feedback from pupils	
8	Ensure that after-school clubs and care provision facilities are accessible for all pupils.	Ensure access is available for all pupils including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required.	Leaders of after-school clubs.	On-going	After-school clubs and care provision is accessible for all pupils.	Head Teacher Feedback from parents and pupils.	
9	Strive to ensure curriculum is fully accessible to pupils with any type of difficulty or disability.	Consider alternative communication systems. Consider the way in which information is presented to pupils. Consider ways in which pupils can communicate their ideas.	All Staff. Subject leaders. Advisors for sensory impairments. Subject advisors.	On-going	Curriculum is fully accessible for all pupils.	Head Teacher SLT. SENCo.	

10	School policies make reference to provision for pupils with difficulties & disabilities (particularly PE)	Policies to include: <ul style="list-style-type: none"> • Content • Strategies • Resources That could be employed when planning for pupils with difficulties or disabilities.	Whole staff. Subject leaders. Advisors.	Ongoing	Policies include provision for pupils with difficulties or disabilities	Head Teacher Subject leaders.	
11	EYFS outdoor area ramp wall has no hand rail	LA to plan, approve and install handrail on ramp wall	HT LA surveyor Planning department Buildings regs RM/FGB £10000	Plans gone to tender, works to commence 2021	EYFS outdoor area accessible to all users	HT RM/FGB	
12	EYFS area does not have levelled threshold to enter/exit outdoor play area	LA to plan, approve and provide level threshold by lifting floor level outside and removing door base surfaces to YN and YR outside doors	HT LA surveyor Planning department Building regs RM/FGB £8000	Plans gone to tender, works to commence 2021	Free flow play in EYFS is accessible to all users	HT RM/FGB	
13	EYFS area does not have wheelchair accessible door that open onto	LA to plan, approve and provide wheelchair accessible doors	HT/LA planning surveyor to follow building regs guidance	Plans gone to tender, works to commence 2021	Free flow play in EYFS is accessible to all users	HT RM/FGB	

	the outdoor play area	from YN/YR to outdoor play area	RM/FGB £3000				
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