

Ascot Heath Primary School
Accessibility Policy 2023-2026

Confident learners in a happy, safe and secure environment



Introduction

Ascot Heath Primary School treats all its pupils fairly and with respect. This involves providing access and opportunities for all pupils, without discrimination against any sub-group within our community, be it because of gender, religion, race, or disability. We focus on the progress of the whole child, ensuring that every member of our community is of equal worth.

Context

The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014. These acts place a responsibility on the Governing Body to ensure that the school is socially and academically inclusive. In particular, the Equality Act requires the school to develop a plan to show how it will develop services in the following three areas:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the environment of the school to enable disabled pupils to take advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.

Disability definition Ascot Heath Primary School

"A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities" (DDA definition of disability)

This plan will be reviewed as necessary by the Teaching and Learning governing body committee and will include the viewpoints of a range of stakeholders when it is being reviewed.

In school provision is constantly re-evaluated according to the needs of the children at Ascot Heath Primary School. This could involve making changes to the physical building to accommodate needs or relocating year groups. Where necessary advice and funding for specific needs will be sought from the Local Authority and relevant charities.

Access to this plan

This plan will be made available upon request to any current parent or prospective parent who requests it. We will also provide this plan to any parent of a disabled child who makes an enquiry about a place for their child at the school. This plan will also be made available to any member of staff or applicant for a post at the school who requests it.

Supporting Policies

- Equality
- SEND
- Behaviour
- Anti-bullying

Document Management and Control

Initial Issue Date:	February 2013
Last reviewed / Revised:	October 2023
Date of Next Review:	September 2026
Reviewed By:	RB/LE
Agreed & Adopted By:	

Amendments Made at Last Review:	<p>Amendments made to the wording of the sections in the Plan to reflect Primary school status.</p> <p>New introduction written to reflect ethos of Primary school.</p> <p>Context section re-written to be more concise.</p> <p>Additional paragraph added clarify how and when changes to the physical or year group location would be considered.</p> <p>Additional actions added to the table 'Ways to improve' in light of the pandemic and are now good practice going forward.</p> <p>Changed the table title 'Accessibility action plan' to 'Ways to improve'.</p> <p>October 2023 - ways to improve plan updated</p>
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Objective	What	Who	When	Outcome	Completed
EQUALITY AND INCLUSION					
To ensure all teachers are following the SEND policy and supporting documents.	All teachers need to ensure that they are using appropriate resources to support the needs of the children in their class.	Monitor by Special Educational Needs and Disabilities Coordinator (SENDCo)	On-going	Continual CDP training for staff in order to remove barriers to learning.	
Ensure compliance with Disability Discrimination Act 1995 (DDA), Equality Act 2010 and the SEND Code of Practice 2014.	Staff and governors informed of requirements and obligations of the DDA and Accessibility Plan shared with all stakeholders.	Staff and governors meetings.	On-going	All staff and governors aware of requirements and obligations.	
To update and review the accessibility plan on an annual basis.	Carry out an audit of the plan and update accessibility plan as necessary.	Review plan and liaise with HT & SENCO for an update on current children with disabilities.	Annually	Plan Review Annually	
PHYSICAL ENVIRONMENT					
To ensure that both inside and outside areas of the school conform to the H&S guidelines to meet the needs of any child who attends AHPS.	To assess any high risk areas and carry out appropriate risk assessments, working to bring them up to an appropriate level.	Head teacher, governors, staff and LA representatives to carry out risk assessments if necessary to meet specific needs.	When required	Any necessary risk assessments are completed thoroughly and are done so in response to particular needs.	
For classrooms to be conducive to effective learning for children with differing needs.	Classrooms environments will reflect the needs of the children in that class e.g. calming areas, zones of regulation stations.	Teacher staff and monitored by the Inclusion Lead/SENDCo	On-going	Learning will be positively impacted.	
To continue to monitor provision for disabled to access the Year 3 and Year 5 wings.	Liaise with physio about possible limitations and requirements for access. Liaise with LA if any amendments are necessary.	SENDCo to liaise with relevant agencies.	As and when required	Improve facilities to support children's individual needs.	

To improve provision for disabled, and children with visual and hearing problems.	Liaise with the appropriate outside agencies to seek advice and guidance. Class teachers/LSA/FSA/SENDCo	SENDCo to liaise with agencies and feed back to relevant staff.	As and when required	Disabled children to have equal access to curriculum and school site.	
To improve the access and ventilation in Year 2 Hawks and the library	External door access to Year 2 Hawks and an external door to the library.	FGB and SBM	2023/24	Children and teaching staff will learn and work in a well ventilated space.	
To continue to monitor disabled toilet access and provision that allows for dignity for all children.	Additional disabled toilet.	FGB and SBM	On-going	Children who require access to a disabled toilet will be able to discreetly access a suitable toilet with easy access and near to where they are located in the school building.	
To ensure access to the school site is supportive to children's and parent/carer needs.	Provision of parking permits allowing access into the school carpark.	SLT and school office	As and when required	Children are supported to get into school safely and on time regardless of disability.	
CURRICULUM					
To ensure that all children regardless of any physical or mental impairment have full access to an appropriate curriculum.	Curriculum in accordance with the Inclusion and SEND Policies. HT, SENCO & SLT to ensure that differentiation is in place in accordance with SEND policy and monitor intervention.	Training for all staff in effective differentiation and relevant staff for support programmes.	As and when required	SENCO to monitor and obtain appropriate evidence.	
To make available any written material in alternative formats where requested.	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.	On-going	Delivery of information to pupils and parents/carers improved.	

To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc.	Class teachers and SENDCo	On-going	Children will develop independent learning skills and make good progress in the curriculum.	
Teachers/Support Staff have greater awareness of and confidence in dealing with pupils with specific Learning Needs, Disability and SEN.	Identify areas where knowledge and skills base needs require further support and training.	More highly trained staff in this area.	On-going	Effective access to the curriculum for all children.	
Training for staff on differentiating the needs of the children with impairments.	SENDCo to investigate what areas of training are required.	HT & SENDCo to carry out or arrange relevant training	When required	Teachers/Support Staff are trained in the relevant areas	
Educational opportunities for all children to learn about disability.	Children will learn about a range of disabilities through lessons and whole school activities	Class teachers SLT Inclusion Lead and SENDCo	Throughout the academic year	Children speak about disabilities in a positive way and show understanding to how this can impact on lives.	