

	Accessibility Plan	
	Last reviewed: May 2016	Next review: May 2019
	Linked Governor: Richard Collins	SLT Member: Heather Jones

Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing legislation including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against students because of sex, race, disability, religion or belief, or sexual orientation”. According to the Equality Act a person has a disability if:

- a) he or she has a physical or mental impairment, and
- b) the impairment has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities

1 Aims of the Plan

Ashlyns Accessibility Plan has the following key aims:

- to increase access to the curriculum for students with a disability
- to ensure that staff, governors and parents are aware of the ways in which we have already, and are, making the school and the curriculum accessible for all students, whatever their circumstances, to participate in the school curriculum
- to maintain access to the physical environment

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- School Improvement Plan
- Equality Policy
- Health & Safety Policy
- Admissions & Attendance Policy
- Medicines & Medical Needs Policy
- Inclusion (SEND) Policy
- All curriculum policies
- DfE documentation

2 Physical Assessment of Premises

The school was originally completed in 1935 as a foundling hospital. The building is on several levels with access from the outside either flat or via steps. There are two lifts fitted. However, access to some areas for disabled staff, visitors and students is limited.

External doorways are mainly double door. The majority of internal doorways are a standard width.

The sports hall is the most modern building with good access and disabled toilets inside the main building and in the changing rooms.

Fire exits and procedures are clearly marked in each classroom or public area to ensure the safe evacuation of students and staff in the event of a fire or emergency.

There are three on-site car parking areas for staff and visitors. Disabled parking is provided in front of the school.

An annual review between Finance, Premises and the Inclusion departments will include an assessment of the availability of the school's premises to students and staff with disabilities.

Specialist advice from services such as the Occupational Therapy Team is sought where appropriate to support the school to make adaptations to meet the needs of individual students.

3 Action Plan

The School will produce and maintain an action plan with the specific objective of improving access to all aspects of the school's facilities for disabled students and staff. The plan will take into account the nature and layout of the school, and the school population. In particular, considerations of those students at the school who are disabled and/or have SEND. **Please see appendix 1.**

Parents of children starting school are asked to provide any information about their child's individual health, social or educational needs that the school will need in order to make provision prior to the child starting school.

Appendix 1

Action Plan

Aim 1: To increase the extent to which students with disabilities can participate in the school curriculum				
Target	Actions	Time scale	Responsibility	Success Criteria
Liaise with Primary feeder school to review potential intake each year	<ul style="list-style-type: none"> Information gathering sheets sent to all feeder schools Sheets reviewed SENDcos contacted Identify students who may require additional support Electronic pupil passports obtained for students and shared with staff 	Spring/summer each year	Admissions admin, Inclusion Coordinator	<ul style="list-style-type: none"> Procedures, resources and staff in place for September Additional needs are identified and relevant support in place
Teachers adapt the curriculum to support the children's individual needs	<ul style="list-style-type: none"> Ensure all staff are aware of their responsibility to provide high 'quality first' teaching, including appropriate differentiation and planning for a variety of learning styles Teaching and Learning is a regular part of staff training. Hints and tips for students shared and reviewed regularly Inclusion tip of the week to support staff with strategies 	Ongoing	Headteacher, Senior Leadership Team (SLT), Teaching and Learning team , Inclusion team , Teachers, TAs	<ul style="list-style-type: none"> All students access the broad and balanced curriculum and make good progress relative to their starting points. Students with additional needs are supported to access the whole curriculum and make expected progress.
Referral to external agencies	<ul style="list-style-type: none"> Referral to Inclusion department and external agencies for additional 	Ongoing	Subject teachers, Inclusion team, Head of Year	<ul style="list-style-type: none"> Students' needs are met and all students are able to access the curriculum.

	support i.e. Speech and Language, Educational Psychologist, Hearing Impairment Team, ASD advisory teacher and adoption of their suggestions.			
Rigorous monitoring of all assessment data – including SEND	<ul style="list-style-type: none"> Regular data analysis including analysis of the attainment and progress of different 'groups' within the school to ensure that all are making the expected progress and there are no barriers to learning. Regular reviews of Hints and tips in consultation with parents and students 	Ongoing	Teachers, SLT, Head of Faculty/Department, Head of Year	<ul style="list-style-type: none"> Progress is made towards targets
Updated staff training on medical needs where needed	<ul style="list-style-type: none"> Liaise with medical professionals to ensure that all staff are trained to administer emergency medication if required 	Ongoing	School matron, inclusion coordinator	<ul style="list-style-type: none"> Students' medical needs are met
To ensure all out-of-school activities allow for the participation of all students	<ul style="list-style-type: none"> All out-of-school activities, including off-site trips will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements Teachers identify any potential barriers to inclusion and any adaptations needed 	Ongoing	Class teachers, Inclusion Coordinator,	<ul style="list-style-type: none"> All students are included in extra-curricular activities which help to develop confidence, social skills and resilience.

	to overcome them			
To ensure students (and staff) with hearing impairments have access to the curriculum	<ul style="list-style-type: none"> • Staff trained in use of hearing loops where necessary • Staff remind students to provide, and charge equipment • Speech reinforced with visual back-up print, pictures, concrete materials 	Ongoing	Class teachers, Inclusion Coordinator	<ul style="list-style-type: none"> • Students can clearly hear what is being said in the classrooms and the hall
To ensure students (and staff) with visual impairments have access to the curriculum	<ul style="list-style-type: none"> • Are advised by the Mobility Team at HCC for each individual student via their own internal audit • Familiarity visits are conducted before the student transitions • Work enlarged and we use specialist equipment to aid access to printed and written resources 	Pre transition and ongoing	Class teachers, Inclusion Coordinator	<ul style="list-style-type: none"> • Students feel safe and secure in the environment and are able to access the curriculum with suitable support in place

Aim 2: To improve the physical environment of the school to increase the extent to which disabled students can take advantage of education and associated services

Target	Actions	Time scale	Responsibility	Success Criteria
To implement Autism Review recommendation to create an area which is quiet and free of distractions, to which students can go to relax	<ul style="list-style-type: none"> • Partition off an area in the inclusion classroom or find alternative location • Purchase soft seating 	Spring 2017	Finance, Premises and Inclusion managers	<ul style="list-style-type: none"> • Autistic students can access an area which is quiet and free of distractions to relax
To improve access to building	<ul style="list-style-type: none"> • Increase perimeter lighting to make signage easier to read • Pathways to science block to be improved for wheel 	Autumn 2016 Summer 2017	Finance, Premises and Inclusion managers	<ul style="list-style-type: none"> • Disabled staff, students and visitors have appropriate access to the building

	chair access <ul style="list-style-type: none"> • Signage at front to highlight colonnades access to be reviewed • Reinforce walking on the left rule in corridors • Rooms are clearly labelled and enlarged maps are provided and displayed 	Spring 2017 Ongoing Autumn 2016 and ongoing		
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Appendix 2

Pro-forma for Annual review between Finance, Premises and Inclusion departments

Description	Points to review and consider	Notes
Approach to school car park	Pavements outside school. Wheelchair access Obstructions. Tactile paving in school grounds. Lighting.	
Car Park	Disabled parking space. Markings on the ground and in front of the space. Safe route to main entrance. Lighting. Condition. Clear pedestrian access to all entrances.	
Route from Car park to Main Entrance	Clear signage to the school	
External Ramps	Slip resistant & hazard free surface, regularly checked and maintained Level route free from steps, bollards and steep slopes	
External & Internal Steps	Handrails regularly checked and maintained. Nosing – clear and free from damage	
Internal Ramps	Clear from clutter and no steep slopes	
Entrance Door	Entrance easily and clearly identifiable. Clear signage, lighting maintained Main door handle needs to be turned to open door. Reception is close enough to hear a knock on the	

	<p>door. Staff and students are aware of the need to offer assistance.</p> <p>Double doors are wide enough for a wheelchair</p>	
Lobby and Entrance Area	<p>Circulation space so that it is congestion free</p> <p>Seating</p> <p>Good lighting</p>	
Reception Desk/Counter top	<p>Accessible to wheelchair users so they can access and sign documents</p> <p>Hearing induction loop</p>	
Corridors	<p>Corridors should be clear and have no obstructions</p> <p>Good lighting</p> <p>Fire exits – clear</p> <p>Floor surface clean and maintained</p>	
Classrooms, including LRC and IT suites	<p>Can students circulate freely</p> <p>Easy access to storage areas, cloakrooms, equipment and sinks</p> <p>Safe space</p> <p>Reduces distractions and sensory stimulus</p> <p>Consider acoustics</p> <p>Good lighting levels that are consistent in the classroom</p> <p>Blinds at windows to avoid glare</p>	
Internal Doors	<p>Width for wheelchair.</p> <p>Ease of opening.</p>	
WC General Provision	<p>1 in 10 for under 5's.</p> <p>1 in 20 for over 5's.</p> <p>Separate male and female for those over 8 years old.</p> <p>Handles, latches, taps and flushing mechanisms should be operable with a closed fist.</p> <p>Condition.</p>	
WC Disabled Provision	<p>Access.</p> <p>Emergency call system.</p> <p>Space.</p> <p>Sink and dryer level.</p> <p>Obstructions.</p> <p>Grab rails.</p> <p>Coat hook.</p> <p>Controls- Handles, latches, taps and flushing mechanisms should be operable with a closed fist.</p> <p>Clearly signed and located.</p>	
Kitchen, Dining Hall, Staff Room	<p>Review should we have any children in a wheelchair.</p> <p>Staffroom- Pleasant area to eat and</p>	

	drink during breaks.	
Means of Escape	Visual and audible alarm systems.	
Building Management	<p>Accessibility should be a key consideration when routine maintenance is being carried out, as it often presents an opportunity to improve the accessibility of a building. For example, when handrails are being painted, the colour selected should ensure good visual contrast between the handrail and the wall.</p> <p>Good practice in maintenance routines include</p> <ul style="list-style-type: none"> • regularly cleaning paths to remove debris, such as leaves, ice and snow, and ensuring that they are clear of obstructions such as bicycles and motor cycles • ensuring circulation routes are kept clear of obstructions • maintaining door closers to keep opening forces to a minimum • ensuring accessible toilets are not used for storing cleaning equipment or other materials • using clear and legible signage • updating signage when the way the building is used changes. <p>The external routes (including steps and ramps) are kept clear, unobstructed and free from surface water, ice and snow.</p> <p>Windows, blinds and lamps were clean and in working order.</p>	
Lifts	Operational and maintained	
Outdoor Space	Quiet seating areas - review	