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|  | Accessibility Plan | |
| | Last reviewed: December 2022 | Next review: December 2023 |
| | Linked Governor: Rebecca St.John | SLT Member: Andrea West |

Introduction

We have an Accessibility Plan to ensure our arrangements provide a safe environment for all and to fulfil the requirements of the Equality Act 2010. 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 gender, race, disability, religion or belief, or sexual orientation”.

According to the Equality Act a person has a disability if:

- a) they have a physical or mental impairment, and
- b) the impairment has a substantial and long term adverse effect on their 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 make the school and the curriculum accessible for all students, whatever their circumstances
- to maintain access to the physical environment

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

This policy is underpinned by our school values: Integrity, Inclusivity and Independence.

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

- Behaviour Policy
- School Improvement Plan
- Equality Objectives
- Health & Safety Policy
- Admissions & Attendance Policy
- Medical Policy
- SEND Report

- Curriculum Policy
- DfE documentation
- School Values

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 three lifts fitted. However, access to some areas for disabled staff, visitors and students is limited.

External doorways are mainly double doors. 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 multiple on-site car parking areas for staff and visitors. Disabled parking is provided in front of the school and in front of the sports hall.

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 | | | | | |
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| Target | Actions | Time scale | Responsibility | Success Criteria | Notes |
| Liaise with Primary schools to review potential intake each year and ensure starters are supported effectively | <ul style="list-style-type: none"> Information gathering sheets sent to appropriate Primary 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 | <p>Procedures, resources and staff in place for September</p> <p>Additional needs are identified and relevant support in place</p> | All actions completed for Sept 2022 cohort additional transition support provided by out of hours tours for Key pupils and Summer School provision |
| The curriculum is adapted to support 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. Learning support strategies for students shared and reviewed regularly CPD on meeting needs in the classroom part of INSET cycle | Ongoing | Headteacher, Senior Leadership Team (SLT), Teaching and Learning team , Inclusion team , Teachers, TAs | <p>All students access the broad and balanced curriculum and make good progress relative to their starting points</p> <p>Students with additional needs are supported to access the whole curriculum and make expected progress</p> | 68% majority of SEND Year 11 July 2022 gained 4+ in Maths and English |
| External agencies are engaged | <ul style="list-style-type: none"> Referral to Inclusion department and external agencies for additional support i.e. Speech and Language, Educational | Ongoing | Subject teachers, | Students' needs are met and all students are able to access the curriculum | |

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| effectively to ensure appropriate support and provision | Psychologist, Hearing Impairment Team, ASD advisory teacher and adoption of their suggestions | | Inclusion team, Head of Year | through the provision of specialist support services | |
| Classrooms are optimally organised for young people's needs | <ul style="list-style-type: none"> • checklist to help optimise classroom environment | ongoing | Subject teachers, Inclusion team, Head of department | Classrooms as suitable learning environments for pupils with SEND | |
| Access to technology to support Young People's needs is provided | <ul style="list-style-type: none"> • info sessions for pupils on using Chrome accessibility features • Teachers reminded to teach use of accessibility features across subject areas | ongoing | Subject teachers, Inclusion team, Head of department | Students with additional needs are supported to access the whole curriculum and make expected progress | |
| Target | Actions | Time scale | Responsibility | Success Criteria | |
| Data is monitored and used effectively to support progress of SEND students | <ul style="list-style-type: none"> • Review data at each collection cycle as part of ongoing QA cycle • Regular reviews of Learning Support Strategies in consultation with parents and students | Ongoing | Teachers, SLT, Head of Faculty/Department, Head of Year | Progress is made towards targets | New review form to be trial Spring 2023 |
| Ensure staff training on medical needs | <ul style="list-style-type: none"> • Liaise with medical professionals to ensure that all staff are trained to administer emergency medication if required • Incorporate into annual school calendar | Ongoing | SLT, First Aid Administrator, Inclusion Coordinator | Students' medical needs are met | Diabetic training from UCHL completed by key staff members epi-pen training given annually sufficient staff are First aid trained |

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| <p>Ensure all out-of-school activities allow for the participation of all students</p> | <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 to overcome them ● One school minibus has wheelchair access | <p>Ongoing</p> | <p>Class teachers, Inclusion Coordinator,</p> | <p>All students are included in extra-curricular activities which help to develop confidence, social skills and resilience.</p> | |
| <p>Ensure students (and staff) with hearing impairments have access to the curriculum</p> | <ul style="list-style-type: none"> ● Staff trained in the use of hearing loops where required ● Staff remind students to provide, and charge equipment ● Speech reinforced with visual back-up print, pictures, concrete materials | <p>Ongoing</p> | <p>Class teachers, Inclusion Coordinator</p> | <p>Students can clearly hear what is being said in the classrooms and the hall and are able to access the full curriculum with appropriate adjustments</p> | <p>Hearing loop training carried out every september adaptors for audio purchased</p> |
| <p>Ensure students (and staff) with visual impairments have access to the curriculum</p> | <ul style="list-style-type: none"> ● Access advice from the Mobility Team at HCC for each individual student via their own internal audit ● Conduct familiarity visits before student transitions ● Work enlarged and specialist equipment used to aid access to printed and written resources | <p>Pre transition and ongoing</p> | <p>Class teachers, Inclusion Coordinator, VI administrator</p> | <p>Students feel safe and secure in the environment and are able to access the curriculum with suitable support in place</p> | |

| 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 | | | | | |
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| Target | Actions | Time scale | Responsibility | Success Criteria | Notes |
| Continue to review and improve access to building | <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 | <p>Spring 2022</p> <p>Ongoing</p> <p>Ongoing</p> | Finance, Premises and Inclusion Coordinators | Disabled staff, students and visitors have appropriate access to the building | New signage autumn 22 |
| Steps are made to reduce background noise for young people with a range of needs | | | | | |

Appendix 2

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

| Description | Points to review and consider | Notes |
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| Approach to school car park | <ul style="list-style-type: none"> ● Pavements outside school ● Wheelchair access ● Obstructions ● Tactile paving in school grounds ● Lighting | |
| Car park | <ul style="list-style-type: none"> ● 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 | <ul style="list-style-type: none"> ● Clear signage to the school | |
| External Ramps | <ul style="list-style-type: none"> ● Slip resistant & hazard free surface, regularly checked and maintained ● Level route free from steps, bollards and steep slopes | |
| External & Internal Steps | <ul style="list-style-type: none"> ● Handrails regularly checked and maintained ● Nosing – clear and free from damage | |
| Internal Ramps | <ul style="list-style-type: none"> ● Clear from clutter and no steep slopes | |
| Entrance Door | <ul style="list-style-type: none"> ● 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 door ● Staff and students are aware of the need to offer assistance ● Double doors are wide enough for a wheelchair | |
| Lobby and Entrance Area | <ul style="list-style-type: none"> ● Circulation space so that it is congestion free ● Seating ● Good lighting | |
| Reception Desk/Counter top | <ul style="list-style-type: none"> ● Accessible to wheelchair users so they can access and sign documents ● Hearing induction loop | |
| Corridors | <ul style="list-style-type: none"> ● Corridors should be clear and have no obstructions | |

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| | <ul style="list-style-type: none"> ● Good lighting ● Fire exits – clear ● Floor surface clean and maintained | |
| Classrooms, including LRC and IT suites | <ul style="list-style-type: none"> ● Can students circulate freely ● Easy access to storage areas, cloakrooms, equipment and sinks ● Safe space ● Reduces distractions and sensory stimulus ● Consider acoustics ● Good lighting levels that are consistent in the classroom ● Blinds at windows to avoid glare | |
| Internal Doors | <ul style="list-style-type: none"> ● Width for wheelchair ● Ease of opening | |
| WC General Provision | <ul style="list-style-type: none"> ● 1 in 20 for over 5s ● Separate male and female ● Handles, latches, taps and flushing mechanisms should be operable with a closed fist ● Condition | |
| WC Disabled Provision | <ul style="list-style-type: none"> ● Access ● Emergency call system ● Space ● Sink and dryer/towel dispenser level ● Obstructions ● Grab rails ● Coat hook ● Controls- Handles, latches, taps and flushing mechanisms should be operable with a closed fist ● Clearly signed and located | |
| Kitchen, Dining Hall, Staff Room | <ul style="list-style-type: none"> ● Dining Hall access clear ● Staffroom- Pleasant area to eat and drink during breaks (Due to Covid-19 the staffroom can be accessed via one way system) | |
| Means of Escape | <ul style="list-style-type: none"> ● Visual and audible alarm systems | |

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| Building Management | <ul style="list-style-type: none"> ● 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. ● Good practice in maintenance routines include ● regularly cleaning paths to remove debris, such as leaves, ice and snow, and ensuring that they are clear of obstructions such as bicycles and motorcycles ● 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 ● The external routes (including steps and ramps) are kept clear, unobstructed and free from surface water, ice and snow ● Windows, blinds and lamps were clean and in working order | |
| Lifts | <ul style="list-style-type: none"> ● Operational and maintained | |
| Outdoor Space | <ul style="list-style-type: none"> ● Quiet seating areas ● Addition in late 2021 of covered seating areas | |