



Ashford Hill Primary School

Be the best we can be

Name of Policy	Accessibility Plan
Scope of Policy	To improve the access for disabled pupils at Ashford Hill Primary School
Approved by	Principal
Date of Approval	November 2022
Review period	Three Years
Review Date	November 2025

GROWING STRONGER TOGETHER



**THAMES LEARNING  
TRUST**

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### 1. Aims

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

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

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

The plan will be made 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 school supports any available partnerships to develop and implement the plan.

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.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and trustees of the school.

### 2. 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](#).

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	Teachers and LSAs have the necessary training to teach and support pupils with a range of disabilities and have access to specialist teaches and external agencies for information and advice.	Regular SEN and Staff Meetings updating advice re knowledge  On Going CPD	SENCo and Team	Continuous	Teachers and LSAs have appropriate training for needs of pupils on role
	Appointment of LSA's to work closely with physically disabled pupils.	LSAs specifically employed to work with children with physical impairments	Principal and team	When required	1:1 support available for students with disabilities when required
	Pupils with emotional, social and behavioral difficulties are supported in school.	Ongoing rota and referral procedure in place, Children who work with ELSA are done so by need as it arises  New ELSA to be trained within staff team	SENCo and Principal	Continuous  Sept 2023	Coherent Curriculum is adapted to meet the needs of all pupils
	Lessons provide opportunities for all pupils to achieve, i.e are differentiated and include work to be completed by individuals, pairs, small groups and the whole class as appropriate and are supported by LSAs	Continue to implement personalised learning when appropriate	Staff team and SENCo – Overseen by Principal	Continuous	Pupils with a disability achieve results in line with national average or above
	Carefully planned small stepped and sequenced curriculum with clear representations and modelling to ensure access for all – full coverage of curriculum taught in all classrooms	Embedding of Cornerstones curriculum, White Rose Maths scheme  Continuous Monitoring cycle	Principal and staff team	Continuous to be reviewed via monitoring cycle	Teachers adapt their classroom practice to ensure needs met by all pupils

<p>Improve and maintain access to the physical environment</p>	<p>Classrooms are optimally organized for disabled pupils</p>	<p>Year Group Classroom changes to best meeting the needs of disabled pupils</p>	<p>Class teachers and SENCo</p>	<p>All of the following actions are under continuous review and evaluation in line with the yearly monitoring and evaluation cycle</p>	<p>Physical barriers are identified and alternative access is made accessible to all</p> <p>Pupils feel safe</p> <p>All pupils are engaged in lesson and are aware of classroom routines and expectations and behavior and learning behaviors</p> <p>Adapted curriculum is evidenced within books and during learning walks</p> <p>Pupils with disability are able to participate in all lessons and are encouraged to do so</p> <p>There are no medium or high risk hazards for pupils with disabilities around the school site</p>
	<p>All pupils are encouraged to take part in music, drama and physical activities</p>	<p>Continue to adapt planning and make arrangements for children with impairments</p>	<p>Class Teacher</p>		
	<p>Staff recognise and plan for the additional time and effort needed by some disabled pupils, slow writing speed for pupils with dyslexia, extra time to move from activity to activity for those with physical disabilities</p>	<p>Regular PPA time used and PPM used to focus on children with additional needs</p>	<p>Class teacher and SENCo</p>		
	<p>All staff plan for additional time required by some disabled pupils to use equipment</p>	<p>Regular discussion and links with specialist Advisory Support Service</p>	<p>Class Teacher and LSA</p>		
	<p>All Staff have high expectations for all pupils</p>	<p>Continuous cycle of monitoring and review</p>	<p>Staff Team</p>		
	<p>All staff strive to remove barriers to learning and participation and value pupil voice</p>	<p>Continuing CPD and monitoring review</p>	<p>Staff Team</p>		
	<p>Disabled pupils who cannot participate in particular activities are given alternative experiences, eg. some forms of exercises in PE/sport.</p>	<p>Pupils are supported with 1:1 Adults for activities that they need adaptations</p>	<p>Class Teachers</p>		
	<p>Toilet facilities have sufficient room and changing bed</p>	<p>Medical room is always available for changing if required</p>	<p>SENCo and LSA Team</p>		
<p>Pathways are well lit and safely clear of hazard</p>	<p>Checked at regular intervals by H and S lead</p>	<p>H and S Lead and Principal</p>			

AIM	CURRENT GOOD PRACTICE	OBJECTIVES ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Improve the delivery of information to pupils with a disability</p>	<p>Children are provided with appropriate resources dependent upon their need. This is reviewed at regular periods. Eg. Coloured paper for dyslexic pupils, enlarged print</p> <p>Pupils are able to share their view about current accessibility to ensure that pupil voice is heard and appropriate adaptations made to provision</p>	<p>PLPs to be completed for all children with additional needs</p> <p>Personalised targeted plan for each child with half termly review for Impact</p> <p>Regular monitoring planned for pupil voice and reviewed by SLT team</p>	<p>Class Teacher and SENCo</p> <p>Staff Team</p>	<p>Continuous – review half termly</p> <p>Continuous – monitoring schedule half termly review</p>	<p>Completed PLPs half termly and review for impact achieved half termly</p> <p>Pupils with disability attainment in line with national average or above</p> <p>Pupils feel safe and are able to share improvements with the staff team</p>

## **4. 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 Principal

It will be approved by the Chief Executive Officer and board of Trustees

## **5. Links with other policies**

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy