

ASHTREE PRIMARY SCHOOL AND NURSERY.

Access Policy

Introduction

THIS DOCUMENT IS a statement of the aims, principles and strategies for ensuring access to the curriculum at Ashtree School

IT WAS DEVELOPED during the Autumn Term 2015 through a process of consultation with teaching staff and governors.

IT WAS APPROVED by the governing body during the Autumn Term 2015.

THIS POLICY WILL BE REVIEWED in the Autumn of 2018. A schedule for the review of this, and all other policy documents is set out in the School Improvement Plan.

Statement of Values

As an inclusive school, we respect, recognise and value the diversity of the community we serve and are committed to raising the attainment of all of our pupils with due regard to their individual, social and personal circumstances.

We are committed to challenging all discrimination against those with disabilities, ensuring equality of access and to preparing all pupils for life in a diverse society. This commitment will be demonstrated through:

- Fostering respect for all groups and individuals, within the context of Human Rights
- Promoting positive non-discriminatory behaviour
- Ensuring appropriate support for individuals with disabilities within school
- Ensuring high expectations of all
- Ensuring representation of a wider range of diversity within our curriculum and school community
- Encouraging links with the wider community.

We recognise that it is the responsibility of every member of our school community to ensure that this ethos is actively and consistently reflected in our practice. We will systematically assess, evaluate, and constantly review the impact of our school policies and practice on the life, attitude and achievement of all groups and individuals amongst our pupils and staff.

We will use:-

Identifying Barriers to Access – *Appendix A*

The Adult Learning Training Needs Assessment – *Appendix B*

to support our self evaluation in this area.

This policy is to be read in conjunction with:

The Equal Opportunities Policy, the Inclusion Policy, the Special Educational Needs Policy and the Race Equality Policy.

ASHTREE PRIMARY SCHOOL AND NURSERY
ACCESSIBILITY PLAN
SEPTEMBER 2015

	TARGETS	ACTIONS	OUTCOMES	TIMESCALE	SUCCESS CRITERIA
SHORT TERM	Information for parents/carers/staff and pupils to be offered in alternative formats e.g. Braille	Contact HCC for information on available services to convert written information into alternative formats	If, and when needed, school will be able to provide appropriate formats of written information for parents	Term One 2015/16 and ongoing	Provision of information for disabled parents improved
	Labelling and signs to be available in different formats for pupils/carers/staff and parents	As above	If, and when needed, school will be able to provide appropriate labelling and signs for pupils and parents	Term One 2015/16 and ongoing	Clear signs and labels provided for pupils, staff and parents, befitting their needs
	Improve disabled access parking	Budget Setting	Car Parking improved to create another disabled access bay	By Term Three 2015/16	Improved disabled access parking on site
MEDIUM TERM	Training for all staff members on issues relating to disabled pupils and adult visitors	Access training for all staff on differentiating the curriculum	Staff are more able to meet the needs of disabled children to access the school's curriculum	As need arises and ongoing	Increase in access to each Stage of the school's curriculum
	Continue to develop IT systems to assist pupils with disabilities	Audit of all IT resources able to be used by disabled pupils/staff	Purchase of appropriate IT resources for disabled pupils/staff	Term Two 2015/16	Disabled pupils/staff able to access IT curriculum
	Improved access to all areas of school building for disabled pupils and adult visitors	Review classroom numbering.	Teaching areas re-organised to provide for all children, including wheelchair users	As need arises and ongoing	Physical accessibility to all learning areas increased
LONG TERM	Install a washing machine/ revamp medical room to make a care room	Contact Kier	Pupil soiled clothing can be washed. More able to meet needs of pupils requiring a care plan	Term 3 2016/17	Pupil soiled clothing can be washed. More able to meet needs of pupils requiring a care plan
	Replace dry air heating with radiators	Business Case via Kier and in AMP	Improved air quality for those pupils, staff and parents with respiratory ailments	Term 3 2017/18	Improved air quality for those pupils, staff and parents with respiratory ailments

Indicators for Success

In implementing the school accessibility plan, the following indicators will be used to demonstrate success:

- **High levels of achievement.** All pupils achieve their full potential and the performance and progress of pupils across disability groups is broadly similar.
- **Higher attainment.** The school's profile of attainment rises and any attainment gaps between groups of pupils with disabilities are reduced.
- **A diverse curriculum.** The experience and expertise of pupils across disability groups, parents and staff are utilised in delivering the curriculum.
- **Reduction in Exclusions.** Few pupils are excluded from the school and there are no disparities in rates of exclusion across disability groups.
- **Admissions.** The entry profile reflects the disability profile.
- **Active Parental involvement.** Attendance at parents' evenings is high across all disability groups. Parents from all disability groups contribute to consultations, and participate in activities and events organised for parents.
- **A diverse governing body.** The governing body is representative of the different disability groups in the local population. The retention rates for governors with disabilities match the retention rates for the governing body as a whole.
- **An effective governing body.** All members of the governing body are fully aware of their responsibilities in relation to their duties under DSEN. Governors play an active role in decision making on accessibility matters.
- **A diverse workforce.** The disability profile of teaching, non-teaching and support posts, reflect that of the community. The school is playing an active role in CSF and other initiatives to increase the representation of people from disability groups, both into teaching and in attaining senior positions in the profession and this is having positive outcomes in the school.
- **A successful workforce.** All staff feel valued and able to contribute fully to all aspects of the school's work.
- **Successful partnerships.** Successful partnerships are established with a wide variety of local organisations, including local groups representing those with disabilities.
- **Pupil and parent satisfaction.** There are high and equal levels of satisfaction with the school's overall performance from parents and pupils with access disabilities.
- **Low complaint levels.** There are few significant complaints about admissions, behaviour, exclusions, the curriculum, teaching, assessment, support and other provision for pupils, with no disparities of significance for pupils with access disabilities.
- **Trust.** A high level of trust and confidence exists from all parents, pupils and staff and there is a rich and diverse sense of community within the school.
- **Respect.** The school is respected for its commitment and effectiveness to the accessibility of those with disabilities.

Are your school buildings and equipment designed to meet the needs of all pupils?

Question	Yes	No
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils?		
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?		
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including alarms with both visual and auditory components?		
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		
Could any of the decor or signage be considered to be confusing or disorientating for pupils with disabilities with visual impairment, autism or epilepsy?		
Are areas to which pupils should have access well lit?		
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics, noisy equipment?		
Is furniture and equipment selected, adjusted appropriately?		

How does your school provide accessibility to the curriculum?

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support pupils with disabilities?		
Are your classrooms optimally organised for pupils with disabilities?		
Do lessons provide opportunities for all pupils to achieve?		
Are lessons responsive to pupil diversity?		
Do lessons involve work to be done by individuals, pairs, groups and the whole class?		
Are all pupils encouraged to take part in music, drama and physical activities?		
Do staff recognise and allow for the additional time required by some pupils with disabilities to use equipment in practical work?		
Do staff provide alternative ways of giving access to experience or understanding for pupils with disabilities who cannot engage in particular activities, for example some form of exercise in physical education?		
Do you provide access to computer technology appropriate for students with disabilities?		
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?		
Are there high expectations of all pupils?		
Do staff seek to remove all barriers to learning and participation?		

How does your school deliver information in accessible formats?

Question	Yes	No
Do you provide information in simple language, symbols, large print, on audio tape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?		
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?		
Do you have the facilities such as ICT to produce written information in different formats?		
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?		

Adult Learning. Training Needs Assessment.

Inclusion Training Audit.

Indicate how confident you are about inclusive educational practice.
Rate your skills on a scale of 1-3.

- 1. not confident.
- 2. fairly confident.
- 3. confident /competent.

Evaluate your strengths and training needs.

Inclusion aspect.	Degree of confidence.
Identifying learning difficulties
Managing pupil behaviour
Differentiating curriculum material
Identifying barriers to learning/participation
Using a range of teaching strategies
Knowledge of learning styles
Developing pupils' study skills
Developing pupils' thinking skills
Raising pupils' self esteem
Assessing pupils' progress	

Understanding and using Performance Scales

Using Herts. Behaviour Questionnaire	.....
Using Herts. Guidelines for Language Dev. EAL Pupils	.....
Using Herts. Guidance in the assessment of competence in the first language	.....
Target Setting	.....
Inclusive Curriculum Planning	.....
National Curriculum Inclusion Statement	.....
Implementing IEP's	.....
Understanding how children learn	.....
Action Planning for Inclusion	.....
The Index for Inclusion	.....
Setting appropriate homework tasks	.....
Involving pupils in self-assessment	.....
Working collaboratively with LSAs/T.A.s	.....
Evaluating classroom practice	.....
Meeting the needs of gifted and talented pupils	.....
The support given by External Agencies	.....
Dyslexia Friendly Schools	.....
Good Practice and Strategies for Autistic Spectrum Disorders	.....
Ofsted's Evaluating Inclusion	.....
The Schools' Accessibility Plan	.....

