Ashtree Primary School and Nursery

Accessibility Policy

Introduction
This document is a statement of the aims, principles and strategies for ensuring access to the curriculum at Ashtree Primary School and Nursery.
It was developed during the Autumn Term 2023 through a process of consultation with teaching staff and governors.
It was approved by the governing body during the Autumn Term 2023.
This policy will be reviewed in the Autumn of 2024 and renewed every three years. 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 2023

The Equality Act 2010 requires schools to have an accessibility plan aimed at:
- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

Short Term	2023 – 2024	Targets	Strategies	Outcome	Timescale	Success Criteria
	Increased access to the curriculum	Continue to provide a SEND induction for new staff regarding expectations and best practise in the support of children with identified needs.	Make all staff aware of the learning and environment requirements for children with Dyslexia, Autism or S+L needs. Ensure all staff understand where and how to get information or guidance regarding a particular child's difficulties.	Staff have increased awareness and knowledge about the needs and requirements of children in their care.	Autumn 2023/Spring Term 2024	SEND induction training completed for all staff in both Autumn and Spring terms. Steps Tutor Training Refresher for 3 members of staff and use information to refresher training of existing staff.
	Making Improvements to the physical environment to increase access to education	To maintain high standards of classroom environment to allow all children to access resources to support their learning	As above	All resources to be accessible with labels and visuals	Autumn 2023/Spring Term 2024	Clear signs and labels provided for pupils, staff and parents, appropriate to their age and stage
	Making improvements in the provision of information provided in written word	To seek parents' views on the accessibility of the written communication received from school.	To survey parents about the accessibility of written communication	To make reasonable adjustments to written communication based on the outcome of the survey	Summer 2023	Communication to parents is improved
Medium Term	**2024 – 2025**	**Targets**	**Strategies**	**Outcome**	**Timescale**	**Success Criteria**
	Increased access to the curriculum	Provide ongoing support for staff supporting children with	Make all staff aware of the learning and environment requirements for children	Staff have the training to enable them to understand	Summer 2025	Children's needs are being met and reflected in their SEN

			less common needs	with Dyslexia, Autism or S+L needs. Ensure all staff understand where and how to get information or guidance regarding a particular child's difficulties.	the needs of the children		Support Plans
	Making Improvements to the physical environment to increase access to education	To provide a safe changing area for SEND children	To convert a storage area into a changing space to minimise the disruption to children's learning.	Children are able to be changed safely and quickly within reception.	Spring 2024	Children are changed safely
	Making improvements in the provision of information provided in written word	To purchase Widgits as a Communication In Print and use this resource to support access to the written word	Staff to be aware of this resource and how they can use it to support all areas of the curriculum.	More children can access the curriculum and present their ideas.	Spring 2024	Visual, communication and learning supports used as scaffolds
	2025 – 2026	**Targets**	**Strategies**	**Outcome**	**Timescale**	**Success Criteria**
Long Term	Increased access to the curriculum	To replace older class smart boards on an ongoing rolling programme	Older interactive white boards and visualisers are replaced	The learning environment supports the needs of the children	Spring 2026	The written word/resources and learning is visible
	Making Improvements to the physical environment to increase access to education	To have clear markings within and around school site	To improve the lighting, signage, marking and surface of the car park.	To resurface the car park, upgrade lighting and signs to make them clearer	Summer 2026	To make the entrance area safer and more accessible.
	Making improvements in the provision of information provided in written word	To increase the accessibility to the written word for children with SEND	To purchase Clicker Writer and use this resource to support access to the written word on	Staff to be aware of this resource and how they can use it to support all areas of the curriculum.	Summer 2026	More children can access the curriculum and present their ideas.

			Chromebooks.			

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 SEND. Governors play an active role in decision making on accessibility matters. Their continues to be a Governor responsible for SEND provision.
- **A diverse workforce.** The disability profile of teaching, non-teaching and support posts, reflect that of the community.
- **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, audio technology 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 IT 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. STEPS approaches to behaviour	....
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	....