**Accessibility Plan 2025**

Ashleigh Primary School has been described as having a ‘welcoming and delightfully happy environment in which pupils thrive and want to do their best.’ We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own ‘learning adventure’. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils’ varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

**Purpose of Plan**

This plan shows how Ashleigh Primary School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

**Definition of disability**

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse affect on his/her ability to carry out normal day-to-day activities.

**Areas of planning responsibilities**

Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)

Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)

Improving the delivery of written information to disabled pupils (this will

include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils’ disabilities and pupils’ and parents’ preferred formats and be made available within a reasonable timeframe.

**Contextual Information**

* Ashleigh Primary School has been in its current location since 1974. The

original Victorian building was built in 1914.

* There are 2 classrooms on the second floor. One of the classrooms is served by a lift, as is the library.
* A disabled toilet is available on the ground floor.
* Access to the school is via several steps at the main entrance.
* There is wheel chair access into the main hall from the playground and another ramp at the KS1 entrance.

At present we have no wheelchair dependent pupils, parents or members of staff

**Current Range of known disabilities**

The school has children with a range of disabilities to include moderate and specific learning disabilities.

We currently have no pupils with significant restricted mobility.

**Increasing access for disabled pupils to the school curriculum.**

Improving teaching and learning lies at the heart of the school’s work. Through

self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child’s needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

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| Target | Strategies | Timescale | Responsibility | Success criteria |
| Increase confidence of all staff in differentiating the curriculum | Be aware of staff training needs on curriculum access.  Assign CPD for dyslexia, differentiation and recording methods | On going | SENCo | Raised staff  confidence in  strategies for  differentiation  and increased  pupil  participation |
| Ensure that classroom support staff have specific training on disability issues | Be aware of staff training needs.  Staff access appropriate CPD | As required | SENCo | Raised confidence of support staff |
| Ensure that all staff are aware of disabled children’s access | Set up a system of individual access plans for disabled pupils when required  Information sharing with all agencies involved with child | As required | SENCo | All staff aware of individual’s needs. |
| Use IT software to support learning | Make sure software is suitable and accessible to all | As required | Computing lead | Wider use of SEN resources in classrooms |
| All educational visits to be accessible for all | Develop guidance for all staff on making trips accessible | As required | HT/EVC | All pupils in school able to access all educational visits and take part in a range of activities |
| Review PE curriculum to ensure PE is accessible for all | Gather information on accessible PE and disability sports  Seek disabled sports people to come into school | As required | PE lead | All to have access to PE and be able to excel |

**Improving access to the physical environment of the school**

Ashleigh is continuing to grow and develop. Our admission number is currently 35, this number may need to be reviewed in the next few years following a period where we did not fill all the available spaces.

Provision, in exceptional cases, will be negotiated when a pupil’s specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools improvement planning process is the vehicle for considering such needs on an annual basis.

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| Target | Strategies | Timescale | Responsibility | Success criteria |
| The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors | To create access plans for individual disabled pupils as part of the IEP process when required  Be aware of staff, governors and parents access needs and meet as appropriate  Through questions and discussions find out the access needs of parents through newsletters  Consider access needs during recruitment process | As required  As required  Annually  Recruitment process | SENCo  HT  HT  Governors | IEPs in place for disabled pupils and all staff aware of pupils needs  All staff and governors feel confident their needs are met  Parents have full access to all school activities  Access issues do not influence recruitment and retention issues |
| Layout of school to allow access for all pupils to all areas | Consider needs of disabled pupils, parents/carers or visitors when considering any redesign or allocation of space | As required | HT/Governors/Site manager/ LA buildings officer | Re-designed buildings are usable by all |
| Ensure access to reception area to all | Improve access to reception area during any structural redesign | During planning | HT/Governors/Site manager/ LA buildings officer | Disabled parents/carers/visitors feel welcome |
| Improve signage and external access for visually impaired people | Yellow strip mark step edges | On going | Site supervisor | Visually impaired people feel safe in school grounds |
| Ensure all disabled pupils can be safely evacuated | Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with mobility issues  Develop a system to ensure all staff are aware of their responsibilities | As required  Each Sept | SENCO  SENCo | All disabled pupils and staff working alongside are safe in the event of a fire |
| All fire escape routes are suitable for all | Make sure all evaluation routes have a ramp accessible for disabled pupils, staff, parents/carers. (see evac map found in every room in school)  Egress routes visually checked | On going and as required and appropriate  Weekly | LA  Site supervisor | All disabled staff, pupils and visitors able to have safe, independent egress |

**Improving the delivery of written information to disabled pupils**

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils’ disabilities and pupils’ and parents’ preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

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| Target | Strategies | Timescale | Responsibility | Success criteria |
| Review information to  parents/carers to ensure it is accessible. | Provide information and  letters in clear print in  “simple” English  School office will support  and help parents to access information and complete school forms  Ensure website and all  document accessible via  the school website and app can be accessed by the visually impaired. | During induction | KS!/Office  Web host company | All parents receive information in a form that they can access  All parents understand what are the headlines of the school information |
| Improve the delivery of information in writing in an appropriate format | Provide suitably enlarged, clear print for pupils with a visual impairment | As required | Office/ Teaching staff | Excellent communication |
| Ensure all staff are aware of guidance on accessible  formats | Guidance to staff on dyslexia and accessible information | On-going | SENCo | Staff produce their own information |
| Annual review information to be as accessible as possible, | Develop child friendly IEP review formats | On-going | SENCo | Staff more aware of pupils preferred method of communications |
| Languages other than English to be visible in school if we have children with EAL. | Some welcome signs to be  Multi-lingual | As required | EAL Co-ordinator | Confidence of  parents to access their child’s education |
| Provide information in  other languages for pupils or prospective pupils who may have difficulty  with hearing or language  problems | Access to translators, sign  language interpreters to  be considered and offered  if possible | As  required | SENCo | Pupils and/or parents feel supported and  included |
| Provide information in simple language, symbols, large print for prospective  pupils or prospective  parents/carers who may have difficulty with  standard form of printed  information | Ensure website is fully  compliant with requirement for access by person with visual impairment | Annual check to ensure compliance (Most recent : April 2022) | Office | All can access information about the school |