



Accessibility plan 2023-2026

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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.

Ashbrook School actively promotes a warm, caring community where our diversity is recognised, valued and celebrated and there is a strong commitment developing a sense of belonging.

This belief is reflected in our school tagline:

“Where Every Child Belongs: Celebrating Diversity, Creating Unity”.

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.

Ashbrook School is part of the MAT, Inspiring Futures through Learning (IFtL).

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 governors.

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 Including established practice, and practice under development	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Our school offers an inspiring and adapted curriculum for all pupils • We use resources tailored to the needs of pupils who require additional support to access the full curriculum offer • Curriculum progress is tracked for all pupils, including those with a disability/impairment • Targets are set effectively and are appropriate for pupils with additional needs through PSPs, SEN support plans and EHCs • The curriculum is reviewed to make sure it meets the needs of all pupils 	<p>Staff to work together, liaising with school leaders, including the SENDCO and SEN support assistants to review needs of pupils with vulnerabilities and barriers to accessing learning.</p> <p>Use this information to make timely adaptations to learning environments, resources and staffing.</p>	<p>Class teacher SENDCO SEN TAs SLT</p>	<p>Half termly When significant changes occur</p>	<p>All children with additional vulnerabilities and needs are able to fully access the school curriculum.</p> <p>No child is left out.</p> <p>All children have a sense of belonging within the school.</p>

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<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramp access (to all outside areas) • Lift (infrastructure in place) to the hall • Corridor width • Accessible toilets and changing facilities • Library shelves at wheelchair-accessible height • Single storey building (with exception of 4 steps to hall). 	<p>Lift installed if needed by pupil for medium to long term. Interim arrangements, such as 1:1 support for accessing hall level via the front entrance and side door to hall.</p> <p>Individual risk assessment and support/care plan to be agreed with parents on case by case basis.</p> <p>Make the playground accessible for all students, including those with mobility challenges, by incorporating inclusive play equipment.</p> <p>Ensure that pathways are wide enough for wheelchairs and that play areas have accessible seating.</p>	<p>Headteacher SENDCO</p>	<p>Where child requires support due to limited accessibility</p>	<p>All areas of the school are accessed, and the child is able to be fully involved in day-to-day learning, including special events and routines.</p>

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Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to make sure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources (via iPads) • Pictorial or symbolic representations 	Accessibility tools on iPads to be used when identified as a next step for the pupil. Utilise technology to enhance accessibility, such as audio-visual aids, interactive whiteboards, and educational apps. Provide training for teachers and staff on using assistive technologies to support students with diverse needs.	Class teacher SENDCO SEN TAs	Where child requires support due to limited communication	Adaptations enable the child to access learning with less reliance on adult. A sense of independence is developed over time.
Children with difficulties with self-regulation are safe and able to access learning.	Doors are secured with fob access to reduce access to the full grounds and internal building. Warning icons available by central corridor to communicate to staff when child may be requiring individual support. Support and interventions plans updated regularly to reflect current needs.	Support and intervention plans to be reviewed regularly.	Class teacher SENDCO SEN TAs	Ongoing	Children are safe and supported.
All staff are skilled in identifying additional needs and are able to support children.	Staff supporting children with SEND are supported by SENDCO. Targets for pupils are shared and expectations of support work through menu of daily activities is in place.	CPD opportunities for staff working closely with children with additional needs.	SLT Incl. SENDCO	Performance management annual cycle. As and when specific need arises.	Staff feel empowered to meet the needs of all pupils, irrespective of their individual needs.

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The school curriculum will be inclusive	<p>Full safeguarding curriculum is in place with 4 golden threads:</p> <ul style="list-style-type: none"> - British Values - Healthy respectful relationships - Diversity, Equity, Inclusion - Online safety 	<p>Continue to review and implement a diverse and inclusive curriculum that represents various cultures, abilities, and backgrounds.</p> <p>Provide materials in different formats (visual, auditory, tactile) to cater to diverse learning styles.</p> <p>Offer a range of reading materials with varied font sizes, colors, and formats.</p>	SLT Incl. SENDCO	Termly review	<p>All children have a sense of belonging at Ashbrook.</p> <p>Children can see representation of themselves and their family through our environment, resources, etc.</p>
Specialised support services	<p>SENDCO and other school leaders draw on advice and support from IFtL (academy trust), Milton Keynes SEND team and other professional.</p> <p>Early help (Tier 1 – in school support) and Tier 2 – external support) referral system and support in place.</p>	<p>Offer specialized support services, such as speech therapy, occupational therapy, or counseling, based on the needs of individual students.</p> <p>Collaborate with external specialists and support organisations to provide additional resources and expertise.</p>	Pastoral lead SENDCO SLT	Half termly reviews	Children with additional needs

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Inclusive events and activities	<p>Our events planned and carefully considered.</p> <p>Risk assessments detail how children with additional needs will be able to access the events.</p> <p>Parents consulted in advance to make sure all considerations are made for adaptations.</p>	<p>Plan school events and activities with inclusivity in mind, considering the needs of all students.</p> <p>Encourage parent and community involvement to create a supportive and inclusive school environment.</p>	Headteacher SLT SENDCO	In planning for events and activities	All children are able to be part of the events and activities at Ashbrook School
Emergency Evacuation Plans	<p>Children with additional needs (mobility) have a PEEP written and agreed.</p> <p>Staff working with child are made aware and indicated on PEEP.</p>	<p>Develop a comprehensive emergency evacuation plan that considers the needs of students with disabilities.</p> <p>Train staff and students on evacuation procedures, considering different abilities and mobility levels.</p>	Headteacher Staff supporting child Class teacher	As mobility issues come to light – case by case.	All children are safety and swiftly evacuated from the school.

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Regular Accessibility Audits carried out	<p>Health and Safety checks completed by school and supported by Trust.</p> <p>Environment checks completed when considering risk assessment for individual.</p> <p>Environment adaptations and considerations made for children with care plans.</p> <p>Teachers conduct risk assessments for classrooms.</p> <p>Risk assessments for school are adjusted depending on findings from audits and environment checks.</p>	<p>Conduct regular accessibility audits of the school premises, curriculum, and policies to identify areas for improvement.</p> <p>Seek feedback from students, parents, and staff on the effectiveness of accessibility measures.</p>	<p>Headteacher Pastoral Lead SENDCO</p>	<p>Annually as minimum.</p>	<p>Accessibility plan is current.</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 headteacher, SLT, SENDCO and the governing body.

It will be approved by governing body and the headteacher.

5. Links with other policies/documents at Ashbook School, within IFtL

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

- IFtL Equality Statement and Objectives and Policy
- IFtL Health and Safety Policy
- Special Educational Needs Annual Report
- Behaviour Policy
- School Strategic Plan
- Vision Statement
- IFtL Diversity, Equity and Inclusion Policy
- IFtL Supporting pupils in schools with medical conditions policy
- Risk assessments (general premises, hall, playground, classroom)

Plan information	
Date of plan	September 2023
Policy author(s)	Jamie Ainscow
Role(s) of reviewer	Headteacher
Review dates (add all dates)	February 2024
Expiry Date	August 2026
Published on website?	yes
Additional notes <i>(if required)</i>	To be read with Accessibility Policy