



Ashford Oaks Primary School

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Accessibility Plan January 2022

Document history:	13/01/2018	
Reviewed by Deborah Hainsworth (SENCO)	14/01/2022	
Safeguarding Reviewed	15/01/2022	
Agreed by the governing body on:	26/01/2022	
Review date:	10/12/2024	
 Chair of Governors	Signed: Rob Cooke	26.01.2022

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. Ashford Oaks is a highly inclusive school. All staff are responsible for all of our pupils. The mainstream core standards are integral to our provision and ensuring that children with Special Educational Needs are provided with the same opportunities.

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 governors of the school].

Ashford Oaks is a relatively new build. Efforts are being made to ensure good accessibility, complying with the Disability Discrimination Act (DDA) and to ensure the school is as fully inclusive as possible. For example:

- Disabled parking bays
- Disabled toilet areas
- Shower and changing area
- Slope access to playground
- Equipment: writing slopes, stabilising cushions, etc
- Highlighted edges to steps
- Sound field systems available in some classrooms
- Sensory room
- 21 Steps and Autism Education Trust Progression Framework is being used to ensure curriculum accessibility, accurate monitoring of progress, and to inform target setting. Any child with a specific Special Educational Need that needs additional support is placed on the SEN register and provided with a provision plan of outcomes and interventions to support their needs; these are reviewed three times a year.
- Staff training re: ASD, ADHD, PROACT SCIP, specific learning difficulties, DCD, EAL, SALT, sensory processing, paediatric moving and handling when required.

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.

Action Plan

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

Curriculum accessibility

Aim	Current Good Practice	Objectives	Actions to be taken	Person Responsible	Success Criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with disabilities – tracking for those not able to access their age related</p>	<p>Further adapt the curriculum within the classroom to ensure that SEN children are able to work independently and build confidence with the use of IT.</p> <p>Work and further develop the curriculum for our more high profile SEN children to further develop the progress</p>	<p>Staff training on supporting SEN children within the classroom – how to develop independence</p> <p>Develop a curriculum for Nurture children and those in AI still working</p>	<p>SENCO</p> <p>SENCO team</p>	<p>Teachers and TAs attend training on how best to support children within the classroom</p> <p>The curriculum provided to Nurture and AI children is further</p>

	<p>progress is completed through the use of 21 Steps.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs – this is done within their provision plans</p>	<p>they are making.</p> <p>The curriculum is reviewed to ensure it meets the needs of pupils – and curriculum is adapted for those that struggle to access the mainstream class room</p>	<p>on Early Years milestones.</p> <p>Once new curriculum has been in place, it will need monitoring and assessing the impact on the children and their outcomes.</p>	<p>SENCO team</p>	<p>adapted to their needs</p> <p>New curriculum provided has a positive impact on the outcomes of the children.</p>
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Access of physical environment

Aim	Current Good Practice	Objectives	Actions to be taken	Person Responsible	Success Criteria
<p>Improve and maintain access to the physical environment</p>	<p>Disabled parking bays</p> <p>Disabled toilet areas</p> <p>Shower and changing area</p> <p>Slope access to playground</p> <p>Equipment: writing slopes, stabilising cushions, etc</p> <p>Highlighted edges to steps</p> <p>Sound field systems available in some classrooms</p> <p>Sensory room</p> <p>Wide corridors and doors</p>	<p>To further adapt the teaching and learning materials for SEN children</p>	<p>Teachers adapt teaching and learning materials for SEN children with the advice provided by outside agencies, STLS and SENCO</p>	<p>SENCO and class teachers</p>	<p>All children able to access all learning opportunities</p>

Accessibility of information

Aim	Current Good Practice	Objectives	Actions to be taken	Person Responsible	Success Criteria
Improve the delivery of information to pupils and parents with disabilities	Our school uses a range of communication methods to ensure information is accessible. This includes internal signage, large print resources, communication in print.	To develop the delivery of information provided to our parents with disabilities.	Develop the communication with parents, and reducing the amount of written words/letters provided to parents and providing a more accessible form of communication	SLT	All parents are able to access the information provided to the from the school

Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body and head teacher of the school.

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
- Child Protection Policy 5.1