



Together we care, challenge and explore

Accessibility Policy and Plan

Agreed: September 2023

Review: September 2025

Contents

1. Aims	1
2. Legislation and guidance	2
3. Action plan.....	3
4. Monitoring arrangements	10
5. Links with other policies	10
Appendix 1: Accessibility audit	11

1. Aims

All schools are required 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.

The school will ensure that the necessary provision is made for any pupil who has special educational needs or disabilities. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to join in all the activities of the school.

The staff and LGC members will work to ensure that all pupils reach their full potential, are fully included within the school community and are able to make successful transfers between educational establishments. We aim to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of SEND pupils. With this as an underlying principle we believe that all teachers are teachers of special educational needs. Every teacher is responsible and accountable for the progress and development of all pupils in their class even where pupil access specialist support from learning support assistants or specialist staff.

Therefore, teaching and supporting pupils with SEND is a whole school responsibility which requires partnership between all those involved.



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 values support and advice from any available partnerships including Surrey County Council, the NHS and parents 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, this 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.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the *SEND Code of Practice 0-to-25*, '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.

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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<i>Our school offers a differentiated curriculum for all pupils.</i>	All children have access to the school curriculum, with differentiated class planning in place.	Differentiation is included in teachers' planning. This is monitored by the Senior Leadership Team. Risk assessments for all school trips.	Head/Deputy/Assistant Head	Termly	Teachers differentiate their planning for children with SEND. School trips are inclusive and accommodate children with disabilities.
	<i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i>	Where needed children have access to a range of specialist equipment which enable them to access the curriculum.	Specialist advice requested from Surrey Services eg occupational therapy, physiotherapy and physical and sensory support.	SENDCo	Termly	Children with SEND have specialist equipment to support their needs.
	<i>Curriculum resources include examples of people with disabilities. People with disabilities eg paraolympic athlete invited to talk in assembly.</i>	Children develop a positive image of people with disabilities and have access to inspirational resources.	Audit of school and library. Books and resources to support children with SEND to include audio and large print books.	Senior Leadership Team/SENDCo	Summer 2022	All pupils develop a positive image of people with special needs and disabilities.

		Visitors with SEND invited to school as positive role models.				
	<i>Curriculum progress is tracked for all pupils, including those with a disability.</i>	All children make progress in line with expectations.	Intervention and resources are put in place where needed	Class teachers	Termly	Children with SEND achieve expected progress or make progress within their own expectations.
	<i>Targets are set effectively and are appropriate for pupils with additional needs.</i>	Pupils with additional needs have appropriate targets and support and achieve well.	Staff prepare Pupil Pathway Plans in collaboration with parents and where appropriate with professionals.	Class teachers SENCO to oversee	October, February and May half terms.	Pupil Pathway Plans are effective and appropriate are agreed with parents and enable children with SEND to access the curriculum effectively.
	<i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i>	The curriculum meets the needs of all children including those with SEND.	Plans and topics are evaluated by the class teachers and pupils to check they meet the needs of all children and rewritten where necessary	Class teachers with pupils/senior leadership team	For September, January and April	The curriculum meets the needs of all children including those with SEND

	<p><i>All children are entitled to participate in PE lessons at school. PE lessons are inclusive and where appropriate SEND pupils are included in the same lessons as their peers even if some form of</i></p>	<p>PE lessons are inclusive, and the variety of activities reflects the abilities of all pupils. PE offers value to children who find it difficult to</p>	<p>PE lessons to be inclusive and where appropriate SEND pupils must be included in the same lessons as their peers and</p>	<p>Class teachers/PE teacher</p>	<p>Termly planning</p>	<p>Given the right support and activities children with SEND can learn how to share and practice turn-taking in a fun and informal setting.</p>
	<p><i>adaptation is required for them to gain access to the activities.</i></p>	<p>communicate and work together as a team or small group.</p>	<p>adaptations made if necessary for them to gain access to the activities.</p> <p>Specialist PE teacher employed by school to take at least one lesson per week for all classes.</p>			<p>PE lessons are differentiated so that all children with physical disabilities can participate.</p>
<p>Improve and maintain access to the physical environment</p>	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p>					

	<ul style="list-style-type: none"> <i>Ramps installed by the front door</i> <i>Lift installed for access to Y6 classrooms. Most of the school is on the ground level.</i> <i>Y6 level is fitted with an evacuation chair and 6 members of staff are trained to use it for emergencies.</i> <i>Fire drills are carried out regularly.</i> <i>Personal Emergency Evacuation Plans in place for physically vulnerable children.</i> <i>Children with physical disabilities have specially adapted equipment eg walkers checked by OT.</i> <i>Awareness of trips and hazards - walls and flooring in contrasting colours</i> <i>Non-slip tread on Harmony steps</i> <i>Children are supported to maintain and check hearing and vision aids.</i> 	<p>Children and people with disabilities are able to access all areas of the school safely. Equipment for children with disabilities is safe to use and works properly.</p>	<p>Identify possible trips and hazards at the start of the school year, during building planning or when a child with disability starts at Ashley.</p>	<p>Premises governor and manager</p>	<p>Ongoing</p>	<p>There is safe access to all areas of the school for all children.</p>
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	<ul style="list-style-type: none"> <i>Corridor and door width suitable for access in all buildings, pegs and trays available for children at the end of the row.</i> 	Wheelchair users are able to access rooms and corridors	To check corridors, doorways and exits are kept clear and accessible.	Premises governor and manager	Ongoing checks and at each new school year.	Corridors and doorways are wide enough for wheel chair users and are clear of equipment. Children with disabilities can access their equipment safely and easily.
			Teachers to be aware of children who may need adaptations or easily accessible pegs, trays.	Class teachers and teaching assistants. SENCo to consult pre-school re accessibility needs.		
	<ul style="list-style-type: none"> <i>Disabled parking bays, 2 wide marked spaces available in school car park</i> 	People and children with disabilities are able to park their vehicles close to school.	Ensure that parents, staff and contractors are aware these are only to be used for people with disabilities.	Senior leadership team	Termly	People with disabilities have safe and easy vehicular access to the school car park.
	<ul style="list-style-type: none"> <i>Disabled toilets and changing facilities including floor steps, grab rails, changing bed in YR toilet, easy taps in new buildings</i> 	All children, parents and visitors have access to toilet facilities on the school site	Termly review of facilities. Advice sought from professionals eg OT as to resources needed. Adult support and training for pupils where necessary. Resources purchased eg pullups, wipes, gloves	Premises manager/ SLT/governor in charge of premises. SENDCo/Support staff	Termly and for each September	Designated toilets are accessible for wheel chair users. Adult support and resources in place for pupils for changing pull ups etc.

	<ul style="list-style-type: none"> <i>Library shelves and other resources at wheelchair-accessible height</i> 	Pupils can access learning resources	Resources reviewed during library set up. Termly review of classroom accessibility. Adult training and support in place for certain pupils with SEND.	Librarian Premises governor, SENCo	Termly and for each September	Shelves and resources are at an accessible height for pupils. Adult support in place where needed.
Improve the delivery of information to pupils with a disability	<i>Our school uses a range of communication methods to ensure information is accessible. This includes:</i>					
	<ul style="list-style-type: none"> <i>Internal signage</i> 	Pupils and people with SEND can access the signs.	Termly review of signage. New signs produced to improve accessibility.	Premises/SEND governor SENDCo Premises manager	Termly and for each September	Pupils with SEND can understand and follow the signs in school.

	<ul style="list-style-type: none"> <i>Large print resources and seating arrangements</i> 	<p>Pupils with SEND have supported access to learning and resources.</p> <p>Specialist advice is in place where required.</p>	<p>Specialist advice requested for certain children.</p> <p>Reviewed termly and at key times eg SATs and external examinations</p>	<p>Class teachers SENDCo</p>	<p>Termly and for each September</p>	<p>Pupils with SEND and visual difficulties are seated close to the teacher and have modified resources. Special access arrangements for tests eg a quiet space, a scribe or reader, extra time, movement breaks.</p>
	<ul style="list-style-type: none"> <i>Radio aids and seating arrangements</i> 	<p>Pupils with SEND have supported access to learning and resources.</p> <p>Specialist advice is in place where required.</p>	<p>Specialist advice requested for certain children.</p> <p>Reviewed termly and at key times eg SATs and external examinations</p>	<p>Class teachers SENDCo</p>	<p>Termly and for each September</p>	<p>Pupils with SEND and hearing difficulties have the best possible access to learning. Special access arrangements for tests eg a quiet space, a scribe or reader, extra time, movement breaks</p>
	<ul style="list-style-type: none"> <i>Pictorial or symbolic representations currently used for fire escapes</i> 	<p>Pupils with SEND are aware of how to exit school safely in an emergency</p>	<p>Fire and lockdown drills</p> <p>Children reminded of visuals and escape routes.</p> <p>Personal Emergency Evacuation Plans (PEEPs) made for certain children including support staff where necessary.</p>	<p>Senior leadership team Class teachers SENDCo Support Staff</p>	<p>Termly and each September and when a child needing a PEEP starts school.</p>	<p>All pupils know how to use a safe escape in the event of fire or emergency.</p> <p>PEEPs and adult support in place for certain SEND children</p>

4. Monitoring arrangements

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary. The Action Plan will be reviewed termly.

The parent SEND representatives, SEND governor, SENDCo and representative school staff and children will be consulted and asked for their input during all reviews. The document will be approved by the Local Governing Board.

5. Links with other policies

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

- Risk assessments
- Health and safety policy
- Equality policy
- Special educational needs and disabilities (SEND) policy
- Supporting pupils with medical conditions policy
- Health and Wellbeing
- Play
- Single Equality Scheme

Appendix 1: Accessibility audit (Latest audit: September 2021)

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	YR-Y5 on one level. Y6 on first floor accessible by stairs and lift. Evacuation chair in place on Y6 landing.	This is a new building and has easy access for pupils with disabilities. Termly checks on accessibility and that areas are clear of equipment.	Premises manager/governor	Beginning of the school year and termly checks
Corridor access	Corridors allow wheelchair access. Changing areas in YR block can be congested when child are using it. Steps in new build have black visible treads	Termly checks on accessibility and that areas are clear of equipment. Wide corridors easily accessible for manual and electric wheel chairs.	Premises manager/governor/ SLT	Beginning of the school year and termly checks
Lift	One lift to access Y6 classrooms on first floor. Operated by key – kept in classroom and school office. During a fire the lift will automatically stop. Evacuation chair and training in place for child in Y6.	The lift is kept locked for safety and must be used with an adult. The lift automatically closes in the event of fire.	Premises manager/governor SENDCo	Beginning of the school year and termly checks
Parking bays	2 disabled parking bays at the front of the school car park	Staff/ parents to be made aware that these must always be kept clear for parents and children with disabilities.	Premises manager/governor Senior Leadership team	Beginning of the school year and termly checks

Entrances	School main entrance has a bell security and is easily accessible staff use a pass code. Side gate is easily accessible and is opened at the beginning and end of the school day otherwise it is locked.	Termly checks to ensure these areas are clear of hazards	Designated safeguarding leads Premises manager and governors SLT Office staff	Beginning of the school year and termly checks
Ramps	Wide ramp outside to main door, low ramp in school from reception to Y3 classes.	Termly checks to ensure these areas are clear of hazards	Premises manager/governor	Beginning of the school year and termly checks
Toilets	3 disabled toilets – 1 in YR block, 1 next to the hall and one on the first floor near Y6. The YR toilet has a changing bed and step. Other toilets in KS1 have grab rails and steps where needed.	Termly checks to ensure these areas are clear of hazards. Professional advice sought eg OT The accessible toilet outside the hall is now kept locked for use by specific children and adults and has a double toilet seat, grab rails and sanitizer.	Premises manager/governor SENDCo	Beginning of the school year and termly checks
Reception area	This is quite small but can accommodate a wheel chair or walking frame. This can be congested at times with deliveries. A disabled toilet is easily accessible from the reception.	Ongoing checks to ensure these areas are clear of hazards and deliveries are removed promptly.	Premises manager/governor Office staff	Beginning of the school year and termly checks
Internal signage	There is clear signage for fire exits and classrooms	Termly checks to identify signs that need replacing/re-positioning etc.	Premises manager/governor SLT	Beginning of the school year and termly checks

Emergency escape routes	The main emergency escape route is to the field. Children with	Termly checks to ensure these areas are clear of hazards.	Senior Leadership team	Beginning of the school year and termly checks
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	<p>physical disabilities have Personal Evacuation Plans and supporting staff are aware of these. School has regular fire drill and lockdown practice.</p>	<p>Termly fire drills to identify possible difficulties for children with SEND. Support staff delegated for children who need support with evacuation.</p>	<p>SLT, SENDCo Class teachers, support staff</p>	
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