



## The Ashlands and Misterton Federation Church of England First Schools

Approval date	.10.2018
Next review	.10.2021
Head Teacher	Nicola Ball
Chair of Governors	Richard Barratt
Review Cycle	3 years

*We are a school community with a Christian ethos, dedicated to providing optimum learning for each child in a happy atmosphere  
Love of Life, Love of Learning, Love of one Another*

### Accessibility Plan 2018-2021

This Accessibility Plan was drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

The Ashlands and Misterton Federation plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the Federation.

Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually. The Accessibility Plan will contain relevant actions to:

Improve access to the physical environment of the Federation, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the schools and physical aids to access education.

Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the schools such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.

Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

- Each School's Prospectus will make reference to this Accessibility Plan.
- The Federation complaints procedure covers the Accessibility Plan.
- The Plan will be monitored bi-annually through the Curriculum, the SLT, by the SEND Lead, Health and Safety Audits, and by the Governing Body.
- The Plan will be monitored by Ofsted as part of their inspection cycle.
- Where the plan relates solely to one of the Federation schools this will be indicated by a colour key as follows; Ashlands Red / Misterton Blue

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Somerset County Council's local offer can be viewed at [www.somersetchoices.org.uk](http://www.somersetchoices.org.uk).

#### **Ashlands and Misterton Federation Accessibility Plan 2018 – 2021**

*As a Federation we pride ourselves on our dedication to ensuring that every child and member of our community can access the full wealth of experience that our schools provision can offer. This is reflected in our ethos statement which focuses on our commitment to ensuring a high quality education for all backed by our own strong moral purpose. Our physical environment presents a number of challenges which we work tirelessly to adapt and overcome with such adaptations as handrails, ramps, disabled toilet facilities and adaptations for specific children across the Federation.*

Across the Ashlands and Misterton Federation we are committed to making our school accessible to people with disabilities, in three key areas:

- ✓ *Improving access to the physical environment*
- ✓ *Improving access to the curriculum through reasonable adjustments*
- ✓ *Improving access to information*

To help draw-up an accessibility plan, the Senior Leadership team carried out an audit of the accessibility of the building. This helped to identify and prioritise access issues around the physical environment. It also suggested strategies for achieving these targets that can be reflected in a revised accessibility plan and shared with the local authority.

## Improving access to the physical environment

	<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Outcomes</b>
<b>Short term</b>	Maintain in good order our existing high quality access and provision for disabled people	Maintain our gates, disabled ramps, doors, handrails and disabled toilet facilities in first class working order.	Ongoing	Site manager	Easy and safe access in and out of the school and provision within the school building for disabled people.
	Improve signage and external access for visually impaired people	Replace external light bulbs immediately when 'blown' Seek advice from the SCC Guidance on appropriate colours/styles for signs and replace where appropriate	Ongoing	Site manager	Visually impaired people feel safe in the grounds.  Access around the site is easier for all.
	Ensure that pupils / people with hearing or visual impairments or other disabilities attending school performances in the hall are suitably seated.  Enhance the sound at performances if possible.	Reserve suitable seating for people with hearing or visual impairments or other disabilities  Discuss the need for the installation of a hearing induction loop in the hall	Ongoing  Term 1 2019	Class Teachers  SENCO	People with visual or hearing impairments or other disabilities are able to enjoy school performances and access to the school easily. Pupils are able to access whole school performances and events located in the hall.
	Ensure that all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plans for all physically or sensor challenged children  Annually update Evacuation Procedures to ensure all staff are aware of their responsibilities	Sept 2018 – then annually	SENCO	All disabled children and staff working with them are safe and confident in the event of a fire
	Improve surface of the front of the school to ensure safe access to all site visitors	Resurface the front of the school reducing the lip to the gated entrance.	Sept 2018	School Business Manager	All visitors to the school are safe and confident of their entry and exit

## Improving access to the physical environment

	<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Outcomes</b>
<b>Medium term</b>	Ensure all visitors to the site are aware of the new disabled person's parking bay.	Amend the parking letter to parents Include in our Newsletter.	Sept 2018	Site manager	Increased awareness and use of accessible parking bay for disabled staff/visitors.
	Assess the reception security and entry system to make it more accessible and welcoming.	Carry out access audit on reception area. Explore the possible need for a hearing loop for deaf people in the entrance.	Term 2 2018	Site manager	All disabled people able to access reception and enter independently.
	Ensure all pupils with mobility issues are able to use the washroom facilities with ease.	Investigate the viability of changing the taps to lever taps or sensor based taps to improve ease of use. Investigate costings.	April 2020	School Business Manager	Any pupil with mobility difficulties is not disadvantaged through difficulties with washroom facilities access.
<b>Long Term</b>	Ensure that pupils with mobility difficulties do not need to use the rooms on the lower level of the school.	Should a pupil with mobility difficulties be admitted, re-organise classroom accommodation at the appropriate time so that it is located on the ground floor on a temporary basis.	If necessary	Head Teacher Governing Body	Any pupil with mobility difficulties is not disadvantaged through difficulties with classroom access.
	Enable all physically disabled visitors to access the school site. (Currently the building is accessible through two small gates, wide enough for pram access and up a short stone flight of steps).	Investigate the viability and costings of providing sloped access from the side of the school building.  *in the interim; for disabled visitors. <b>Relocate event / session to WI hall to enable disabled access.</b>			Any pupil with mobility difficulties is not disadvantaged through difficulties with classroom access.  Any visitor with mobility issues is not disadvantaged with access to classrooms.

## Improving access to the Curriculum

	Targets	Actions	Timescale	Responsibility	Outcomes
<b>Short term</b>	Increase confidence of staff in differentiating the curriculum	Undertake audit of staff training needs on curriculum access Organise training –review of dyslexia, differentiation, alternative recording	December 2018	SENCO	Raised confidence of staff in strategies for differentiation and increased pupil participation.
	Ensure TAs have access to specific training on disability issues	SENCO to undertake staff audit to identify TA training needs and inform Professional Development process. HLTA/TAs to access relevant CPD courses as needed.	October 2018	SENCO	Training addressing variety of needs and difficulties led by SENCO or External Agency
	Ensure all staff are aware of, and able to use, SEN software and resources	Audit all SEN ICT and other resources and make list available to all staff Training sessions on use of SEN Software e.g. Communicate in Print.	December 2018	SENCO	Wider use of SEN resources in mainstream classes
	Ensure all children have equal access to every learning opportunity within our learning environment.	Explore provision to ensure independent physical development for children across the school through large motor skill opportunities.	Term 3 2018	School Business Manager / PE Lead	Wider use of physically challenging equipment by all pupils <b>Funding in place. Plans out to tender with designs from pupil voice. Awaiting outcomes.</b>
	Ensure all children have equal access to every learning opportunity within our learning environment.	Explore provision to ensure independent physical development for children across the school through large motor skill opportunities.	Term 3 2018	School Business Manager / PE Lead	Wider use of physically challenging equipment by all pupils <b>Awaiting Stonewater development proposal before we are able to proceed.</b>
	Establish and embed effective sign and symbol support materials and strategies into every classroom and the school environment	Explore materials to support learning such as communication in print.  Explore the availability, impact, training and costing of Mackaton (British Sign language).	Term 2 2019	SENCO	Any pupil with communication difficulties is not disadvantaged through difficulties with language access.

<b>Improving access to the Curriculum</b>					
	<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Outcomes</b>
	Offer all children an inclusive learning environment with equal opportunities.	Continue to work with Fiveways to ensure effective learning for all pupils.  Ensure successful transition into next year group for current placements.	Term 1 2018	SENCO Year One Teacher SLT	All pupils are welcomed into our learning environment and supported as far as reasonably practical.
	Continue to develop Personal Learning Plans to include more of pupil and parent voice.	SENCo to review Plans in Place and engage parents, teachers and pupils in review of understanding and impact.	Term 3 2018	SENCO	Pupils, parents and teachers are more able to access, understand and use Personal Learning Plans to effectively impact on learning.
<b>Medium term</b>	Ensure all school trips and residential visits are accessible to all.	Risk Assessments completed. Additional Box to review accessibility / suitability of visit area.	Ongoing reviews of every trip	Class teacher Head Teacher	All children in school able to access all school trips and take part in range of activities.  All risk assessments to be in line with school policy.
	Review all curriculum areas to include disability issues.	Include specific reference to disability equality in all curriculum reviews.  Develop PSHE and Citizenship curriculum to address disability equality issues	Sept 2019	Head Teacher /Subject leaders	Gradual introduction of disability issues into all curriculum areas.
<b>Long Term</b>	Ensure all children including those with additional needs, participate equally in after school and lunch time activities	Survey participation in clubs at lunch and after school by all children. Office Admin to keep register of attendance to identify if vulnerable groups are accessing clubs – share with PE Lead / SEND Lead and HT	End of academic year annually – in line with PE Audit	Office Staff SENCO HT	All children confident and able to participate equally in out of school activities.

## Improving access to Information

	<b>Targets</b>	<b>Actions</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Outcomes</b>
<b>Short term</b>	To review information to parents/carers to ensure it is accessible	Ask parents/carers about access needs when child is admitted to school Produce newsletter in alternative formats e.g. large print, Braille/ alternative language, as needed. Review all letters to go home to check for plain English.	Term 1 2018	Office staff Head teacher	All parents getting information in format that they can access e.g. large print, Braille.
	Ensure information is available for parents.	Establish a parent's information board / area on SEN /disability issues.	Term 3 2018	SENCO Office staff	All parents getting information to access support as appropriate.
<b>Medium term</b>	To enable parents to access information in a private forum.	Scan in leaflets onto school website under the Community Information Heading so information can be accessed in private as needed e.g. domestic violence support information, ASD support	Term 1 2019	SENCO Office staff	All parents getting information to access support in a private forum.
	Ensure school prospectus and website is accessible to all	Review website language and brochure in Plain English etc. and ensure it explicitly welcomes disabled children and those with SEN	December 2018	Head Teacher SENCO	Parents/carers feel confident regarding the information they have about the school.
<b>Long Term</b>	Produce accessible leaflet and increase support for parents of disabled children	Work with parents of disabled children to produce an accessible SEN leaflet for the school.	July 2019	SENCO	Increased confidence of parents of disabled children and those with SEN to support their children's education.
	Review all signs in school to include Makaton Symbols	Gradually replace written signs including symbols.  Put symbols onto displays to enhance text	July 2020	SENCO	Everyone can understand signage and find way around school.