



Accessibility Plan

January 2021 – January 2024

Policy Date:	February 2021
Renewal Date:	February 2023
Lead Member of Staff:	Martha Bruchez – SENDCO
Signed:	Duncan Mills Chair of AIM Board
Date:	November 2021

Ashlawn School Accessibility Plan

The Academy's Context:

We are a large secondary with a growing sixth form college. The academy comprises several buildings covering a large site, mostly of one or two storey construction.

1. The Academy's 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

At Ashlawn we want to enable all pupils to achieve their potential academically and personally, regardless of ability or disability. We aim to increase academy and community awareness of the importance of quality and equality of opportunity for all pupils and are committed to providing an inclusive curriculum to meet individual needs, and to promote positive achievement and independence for all.

The plan will be made available 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.

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.

How this Accessibility Plan has been agreed:

The priorities for the Accessibility Plan for our academy were identified by a planning group who consisted of:

- Principal and SENCO
- Trustee for Inclusion and Safeguarding
- TLET
- Business Operation and Estates Manager
- TLET SEND Advisors

This was informed by:

- An academy accessibility audit
- Interviews with staff and pupils

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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.

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3. Ashlawn Accessibility Action Plan

Improving access to the physical environment

Objective: To ensure that the academy's physical environment is accessible to all pupils and fully meets their needs

Intention	Actions	Timescale	Responsibility	Performance measure which will be used to evaluate whether the intention has been achieved:
External Areas That external entrances and exits are easily accessible for pupils with physical, visual and hearing difficulties	Review gate mechanism and remove bin to ensure pedestrian access gate is more easily accessed by wheelchair users.	By end of December 2020	Alice Wright	All disabled visitors are able to enter the academy site whether through the pedestrian access or vehicular access with greater independence
	Ensure systems with office staff so that any disabled visitor requiring access to pedestrian gates is supported off site.	End of November 2020	Martha Bruchez	
Internal Areas That pupils are given equal opportunities to access specialist equipment for Music, Science and Technology	Establish an evac (evacuation) chair so that all pupils can access upper floor and training for use in Fire Evacuation Procedures	By the end of Spring Term 2021	AW – to order chair and training SE to identify appropriate adults to be trained.	Evac chairs are in place and relevant staff and pupils are trained in their use.
Internal Areas Consistent universal provision is identified and shared with new staff members	Dyslexia Friendly PowerPoint proformas developed and implemented across the academy.	By the end of January 2021	Martha Bruchez and Miranda Barker	Dyslexia friendly PowerPoint proformas have been developed and implemented as evidence through learning walks and observations. Universal Strategies booklet has been adopted by staff and evidenced in learning walks and book scrutiny.
	Universal Strategies Booklet to be developed in consultation with Staff.	By the end of February 2021	Becky Cooper with support from Martha Bruchez and Miranda Barker	

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Intention	Actions	Timescale	Responsibility	Performance measure which will be used to evaluate whether the intention has been achieved:
<p>Internal Areas - classrooms Classroom size is appropriate for the number of pupils; all pupils with physical needs can access classroom environment</p>	<p>Siobhan Evans and Miranda Barker to collate information to inform admissions</p>	<p>By January 2025</p>	<p>Siobhan Evans and Miranda Barker</p>	<p>Ashlawn is no longer receiving more pupils than can be safely taught on site.</p>
<p>Internal Areas - signage Signage and colour-coded areas make orientation around the academy building accessible.</p> <p>Signage to the Hub reflects the purpose of this resource</p>	<p>Blocks of academy buildings to be painted with colour coding as areas are refreshed.</p> <p>Removal of Withdrawal Room/Inclusion Sign. Replace with "The Hub"</p>	<p>By September 2024</p> <p>By Easter 2021</p>	<p>Alice Wright and Siobhan Evans</p> <p>Alice Wright and Siobhan Evans</p>	<p>Pupils are better able to find different areas of the academy.</p> <p>Signage reflects inclusive ethos.</p>
<p>Internal Areas – Staff specific areas That new staff with potential physical disabilities will be able to access staff resources</p>	<p>Consideration of staff room/faculty areas. Current 'staff room' is under-used and inaccessible to wheelchair users.</p> <p>Alternative staff room venue to be considered and current room to be re-purposed.</p>	<p>By September 2024</p> <p>By September 2024</p>	<p>Siobhan Evans and Alice Wright</p>	<p>Academy staff have identified breakout areas that all can access.</p>

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Intention	Actions	Timescale	Responsibility	Performance measure which will be used to evaluate whether the intention has been achieved:
<p>Internal areas Academy is providing an environment which feels safe for all pupils.</p> <p>Consideration of sensory impairments</p>	<p>Light bulb casings to be replaced and blinds fixed on a rolling programme.</p> <p>Access to quieter areas to be identified around the academy.</p> <p>Acoustic survey</p>	<p>On a rolling programme</p> <p>By July 2021</p>	<p>Alice Wright and Siobhan Evans</p> <p>Miranda Barker and Martha Bruchez to liaise with WCC</p>	<p>On review of accessibility audit; light bulb casings in place.</p> <p>Areas are identified with better acoustics and staff made aware. Consideration is made to provide quiet areas across the academy.</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 approved by the AIM Board.

5. 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
- Supporting Pupils with Medical Conditions Policy