

ASHCROFT INFANT AND NURSERY SCHOOL

Providing the best start in life for all children



Accessibility Plan

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Policy Type: Statutory

DOCUMENT AND VERSION CONTROL

Version	Author	Implementation Date	Revision Detail
2.0	Jayne Fellows	September 2020	

Ratified by Governors: September 2023 Review Date: September 2026

Aims

The aim of this plan is to set out the commitment of the Governing Body of Ashcroft Infant and Nursery School to the principles of inclusive education and the responsibilities of the school team of staff and governors to ensure that all pupils, staff, parents and governors, whatever their age, gender, ethnicity, disability, attainment or background are all treated inclusively. The plan is in place to meet the needs of people with disabilities when accessing our school site and curriculum. Ashcroft provides teaching which meets National Curriculum and other statutory requirements. The school has regard to the SEND Code of Practice when meeting pupils Special Educational Needs and Disabilities, and makes its policy known to parents via the school website. Provision determined in Education Health Care Plans (EHCP) is made for those pupils who have them.

Definition of Disability

The Equality Act 2010 defines disability as follows: - 'A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term effect on his or her ability to carry out normal day to day activities' Note not all people with a disability will have Special Educational Needs and not all Special Educational Needs will be classed as having a disability. At Ashcroft we aim to identify and remove the barriers to learning that particular groups of children, young people and adults may face in becoming included, valued, self-confident and achieving learners within and beyond their local community.

Ashcroft Accessibility Plan 2023-2026

Objective 1: To Increase the extent to which pupils with disabilities can access the school curriculum.				
It is a core value of our school that all children are enabled to participate fully in the broader life of the school. Consequently, all children are encouraged to attend age relevant after school clubs, cultural activities and educational visits. Nevertheless, improving teaching and learning lies at the heart of the school's work and so our key objective in this Accessibility Plan is to reduce and eliminate barriers to access the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability. Teachers' planning is differentiated to take account of the individual and group needs of all pupils, including those with disabilities. High expectations are set throughout all curriculum areas and are linked to National Curriculum expectations.				
Target	Actions	Timescale	Responsibility	Success Criteria
To identify all pupils who may need additional or different provision.	Liaise with class teachers, teaching assistants and parents about the needs of our children.	Ongoing	SENCo and class teachers	Pupils needing additional or different provision are recognised and systems are in place to support their specific needs.
To increase skills and confidence of all staff in differentiating the curriculum.	Ensure appropriate induction takes place for new staff and NQTs that identifies individual training needs. One to one appraisals for all staff to discuss CPD.	As required CDP reviews	SENCo and SLT	Lesson observation and monitoring cycle demonstrates improved skills and raised staff confidence using a range of strategies to support children's needs. Increased pupil participation in lessons.
To identify trends in attainment and progress across the school. To narrow any gap in attainment between specific groups and their peers.	Attainment data to be analysed 3 times a year to identify gaps and trends in progress. Action planning identified through the Pupil Progress Meetings.	Three times a year	SLT	For any gap between specific groups and their peers to be narrowed so they are not disadvantaged in any way. For actions to be planned and evaluated for impact where gaps have been found.
To promote positive attitudes to disability.	PHSE curriculum Cross curricular work when links with National/International events occur, e.g. Paralympic Games.	Ongoing	All staff	For children to have an understanding and respect for all disabilities. For children to understand how life is the same and different for somebody with a disability.

Aim 2: To improve access to the physical environment.				
At Ashcroft we have a range of equipment and resources available for day to day use by our pupils. We keep resource provision under constant review. To meet individual, specific needs, provision will be adapted when a pupil's needs are known. Where necessary we will seek further advice from Occupational Therapists or other health professionals. All of the school is fully accessible on one level, with a permanent ramp access to the front of school and a temporary ramp which can be used at other doors if needed.				
Target	Actions	Timescale	Responsibility	Success Criteria
To ensure that the physical environment remains attractive and engaging for all.	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking any future improvements. Consideration may include; improved access, lighting, colour schemes, accessible facilities and fittings.	Ongoing	Headteacher and SLT	To ensure that the school meets its statutory responsibilities and meets the needs of all staff, pupils and visitors to the school.
To ensure that the school environment is visually stimulating for all children.	Colourful, interactive displays in the classroom.	Ongoing	Class teachers	Monitoring shows the learning environment to be motivational and inspiring to pupils.
To ensure that access needs of pupils, staff, governors, parents and visitors with disabilities are met, wherever possible.	To create access plans for individual disabilities as required. Be aware of staff, governors' and parents' access needs and meet as appropriate. Through question and discussions, find out the access needs of parents.	As required	Headteacher and SENCo	The access needs of children, staff and the wider school community are met.
To ensure that pupils with medical needs are fully supported and additional needs are met.	Epipen and Asthma training annually with the School Nurse. To write individual medical plans for children with additional medical needs. Health professionals to train staff working with pupils with medical needs. All staff to have First Aid training.	Annually	SLT and SENCo	All necessary staff receive the training.
To ensure all educational visits to be accessible to all.	Through risk assessment and planning ensure that pre-visits take place to check appropriateness of	As required	Educational Visits Co-ordinator	Detailed risk assessments with reference to accessibility to be completed for all school

	access.			visits. All pupils in school able to access all educational visits and take part in a range of activities.
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Aim 3: To improve communication between school, pupils and parents/carers.

We share information with pupils who face barriers to learning in a variety of ways, such as; face to face discussion, simplified and modified language, pictorial explanation of work.

We want to include actions to engage even more parents. Currently, we share information with parents in ways including letters and newsletters, school website, ClassDojo and the school Facebook page.

Target	Actions	Timescale	Responsibility	Success Criteria
For all pupils, parents and staff to feel confident to fully disclose information with regard to their disabilities.	To assure pupils, staff and parents of confidentiality when disclosing information. To ensure all disclosures about disabilities are handled sensitively through circle times, assemblies and the PSHE curriculum.	Ongoing	Headteacher, PSHE co-ordinator and class teachers	For children and staff to be sensitive and respectful to other pupils with disabilities.
All pupils are fully aware of the definition of disability.	Collective worship/assemblies embed the values of Love, Respect and Responsibility. Include cross curricular work with National/International events occur, e.g. The Paralympic Games.	Ongoing	All staff	For children's thinking about what a disability is to be challenged. For children to understand how life is the same and different for somebody with a disability.
To engage more parents in school life.	Parents to be invited to learning mornings and specific school celebration assemblies. Stay and Play sessions. When required, engage with the school for Early Help Assessment (EHA) and or Team around the Family Meetings (TAF). Invite parents to communicate via ClassDojo application.	Ongoing	Headteacher and SLT	The school is accessible to Parents/ Carers. Hard to reach parents are encouraged to engage in school life and access specific support offered.
To improve accessibility of communications (with parents) in forms other than writing.	Identify parents with difficulties with written and spoken communication via the school office and parent meetings. Communicate findings	Ongoing	School office manager and all teachers.	To identify parents with additional needs and ensure that they are engaging fully with their child's development and wider life within the school community.

	<p>with teachers and ensure that phone conversations take place or face to face conversations re: home learning and letters and texts messages.</p> <p>Identify a key worker for these parents who they can ask about any school events or details.</p> <p>Invite parents to communicate via ClassDojo application.</p>			
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