

**Outcomes
First
Group.**

Accessibility Plan

**Policy Folder:
Safeguarding**

Document History:

Version	Comments/amendments	Name	Date
1	Version 1	Ruth Bodley	March 2024
2		Ruth Bodley	March 2025
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This Accessibility Plan is compliant with current legislation and requirements as specified in [Schedule 10, relating to Disability, of the Equality Act 2010](#). The Headteacher at Ashley Park School is accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Ashley Park School Mission Statement

School Ethos and Vision

At Ashley Park School, our vision is to cultivate a learning environment that embodies the values of ambition, collaboration, and trust. We are committed to providing a child-centred education that acknowledges and nurtures unique abilities, tailoring our approach to meet individual needs.

Aims and Values

Ambition:

We believe in our students and have high ambitions for them. We want each individual to aim high, achieve to their full potential and be prepared for the next stages of life.

Collaboration:

We are a team. We work together with kindness and respect. We support each other and learn together. The school works closely with families to achieve the best provision, outcomes and support for all our students.

Trust:

Our school is a safe and caring place. We want students and families to know they can trust us to take care of and educate students.

Ambition, Collaboration, and Trust are what we stand for at Ashley Park School. At all times, we want staff and students to **ACT** on our core values.

Definition (Equality Act 2010)

“A person has a disability 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 carry out normal day to day activities” Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘**substantial**’ means ‘**more than minor or trivial**’. ‘**Long-term**’ means **has lasted or is likely to last more than 12 months**.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial, and long-term**. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis. A significant number of pupils are therefore included in the definition.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility
- manual dexterity
- physical co-ordination
- continence
- ability to lift, carry or otherwise move everyday objects

- speech, hearing or eyesight
- memory or ability to concentrate, learn or understand
- perception of risk of physical danger

The Accessibility Plan will be reported upon annually in respect of progress and outcomes and provide a projected plan for the three-year period ahead of the next review date. This reflects new statutory requirements for the setting of Equality Objectives.

The Accessibility Plan is structured to complement and support the school's Equality Objectives. We are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the school. The Ashley Park School Accessibility Plan shows how access is to be improved for pupils with disabilities, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

1. Increase access to the **curriculum** for pupils with a disability, ensuring that pupils with a disability are as equally prepared for life as are our pupils who do not have a disability; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these students in accessing the curriculum.

The Curriculum – the current position

- The school's data system is available for all staff
- Advanced planning for students based on good information from the placing/funding Local Authority
- Liaison with external services and agencies regarding individual pupils (physical, sensory, behaviour)
- High quality ITEPs, wellbeing support plans and risk assessments
- Providing tiered intervention
- Developing outstanding learning and teaching across the school
- Progress reviews enable all pupils to discuss their learning
- Using Solar data to measure the progress and achievement of all students and set attainable targets with high expectations
- Ensuring that school visits and trips are accessible for all students
- Using a range of teaching methods and styles to facilitate access for all students – e.g. appropriate use of language; questioning techniques; pair work; group work; 'mind-friendly' learning techniques to suit all learning styles – visual/ auditory /kinesthetic, etc.
- Smaller teaching groups
- Development of mutual support and understanding between colleagues in working with pupils with disabilities

Priorities for 2023 – 2024

- To continually assess and evaluate our curriculum to ensure it is accessible for students with disabilities
- To further develop sensory provision, including the development of a sensory garden
- To further develop our inside provision for calm and quiet spaces

- To continue to encourage students to participate in school council and pupil voice opportunities
 - To ensure that pupils, staff, and parents are consulted to ensure the development of the Accessibility Plan
 - Personal Emergency Evacuation Plans when required
 - Provision of adapted and/or alternative workplace furniture, fixtures and fittings to meet individuals needs
 - Provision of adapted and/or alternative work equipment and tools to meet individual's needs
 - To ensure that classrooms and resources are 'sensory, dyslexia and ASC friendly'
 - To continually review and develop the curriculum
2. Improve access to the **physical environment** of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe

Physical Access – The Current Position

The school was refurbished in 2023 for opening in September 2023. Both our buildings have stairs, with no current capacity for a lift. There are accessible classrooms downstairs in both buildings, including access to Food Tech and Science rooms. Both buildings are wheelchair accessible, with ramped access to one building and access to all outside areas.

In summary the school property meets the following material requirements;

- Level car park – disabled space can be reserved upon request
- Level access from car park to entrance
- Level internal circulation space
- All clear door widths suitable for wheel-chair access
- Compliant toilet facilities
- All internal areas appropriately lit

Priorities for 2023 – 2024

The forward plan will be developed in response to pupils, staff, and other stakeholder's needs. The criteria for adapting existing or providing alternative arrangements will be assessed against individual's specific needs. This may include but not be limited to:

- Development of additional outdoor spaces to meet the demand from local authorities in regard to complex to ASD pupils
- Develop Therapy delivery spaces to meet the growing demands of the complex cohort of children including but not exclusive of the delivery of sensory integration programmes
- Personal Emergency Evacuation Plans when required
- Provision of adapted and/or alternative workplace furniture, fixtures and fittings to meet individuals needs
- Provision of adapted and/or alternative work equipment and tools to meet individuals needs
- To ensure that classrooms and resources are 'sensory, dyslexia and ASC friendly' and meet the needs identified in pupils EHCPs.
- To continually review new curriculum

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan should not be read in isolation and other school policies should be considered; these include (but not limited to):

- Curriculum Policy
- Health & Safety Policy
- School Behaviour Policy
- School Improvement Plan
- School Brochure

3. Improve the delivery of **written information** to students, staff, parents, and visitors with disabilities; examples might include hand-outs, visual timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

Priorities for 2024 – 2025

- Ongoing review of curriculum
- Ongoing review of therapeutic provision
- Ongoing review of site developments
- Ongoing review of play areas

Written information -The Current Position

- Visual timetables are used in every class
- Visual timetables produced for individual pupils, if necessary
- Class work is carefully differentiated to insure it is in line with pupil ability
- Behaviour Support Plans and Risk Assessments are in place for all students
- Newsletters to be completed Termly in a suitable format

The plan will be monitored through the Senior Leadership Meetings and
Health and Safety Committee

We are part of the Outcomes First Group Family, by working together we will build incredible futures by empowering vulnerable children, young people and adults in the UK to be happy and make their way in the world



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