



The Ashlands and Misterton Federation Church of England First Schools

*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 : November 2019 Interim Review GB2

Approval date	GB2 October 2018
Next rewrite review	GB5 March 2020
Next rewrite review	GB2 October 2021
Head Teacher	Nicola Ball
Chair of Governors	Richard Barratt (pre Jan 2018) Ellie Kading (Jan 2018)
Review Cycle	3 years with interim reviews to assess progress
Date and signature of Chair of Governors	
Date and Signature of Head Teacher	

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.

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

	Targets	Actions	Timescale & responsibility	Interim Review March 2019 November 2019	Outcomes
Short term	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	All maintenance up to date and in good order	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	Improved signage in car park for disabled parking.	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 Class Teachers SEND Lead Term 1 2019	Discussion with hearing support in place. No identified need for a loop at this time.	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 SEND Lead	PEEP's in place for identified children. Evacuation Procedures updated termly Update needed for Wheelchair exit EH	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	Resurfaced as requested.	All visitors to the school are safe and confident of their entry and exit

Improving access to the physical environment

	Targets	Actions	Timescale & Responsibility	Interim Review	Outcomes
Medium term	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	Parking letter amended. Parents notified. Signage in place.	Increased awareness and use of accessible parking bay for disabled staff/visitors.
	Ensure access to the reception area – assess 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	Access audit complete. Next steps; Signage for side gate to car park. Signage for reception area. In place Email sent to hearing support. Awaiting response. No identified need at present. Exploring a 'ring system' which is a visual reception recording device' for Ashlands.	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	Ashlands Lever tap in disabled toilet. Sensor tap in KS1 toilets Exploring price for KS2. Misterton Exploring prices to change to lever.	Any pupil with mobility difficulties is not disadvantaged through difficulties with washroom facilities access.

Long Term	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 are able 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. <i>Relocate event / session to WI hall to enable disabled access.</i>	Ongoing School Business Manager	Costings requested. Put on hold due to budget limitations. Leased land but permission has been given by owners to proceed if needed. Continued hold on development due to budget limitations.	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	Interim Update	Outcomes
Short term	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 SEND Lead	Review completed. Autism training in place for Autumn 2019. Social Skills training in Place for Autumn 2019. Targeted intervention training to support identified pupils.	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	October 2018 SEND Lead	Initial Staff Training Aut 2 2018 – clarify Core Standards. Repeated PDM Autumn 2019	Training addressing variety of needs and difficulties led by SENCO or External Agency

	CPD courses as needed.		Support in place from SEND – allocated time for development.	
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 SEND Lead	Audit date moved to Spring 2 Area to be raised at next SEND group meeting to develop toolkit	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	<i>Equipment to be installed Autumn 2 2019</i>	Wider use of physically challenging equipment by all pupils
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	<i>Equipment to be installed Autumn 2 2019</i>	Wider use of physically challenging equipment by all pupils
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 SEND Lead	Communication in Print in place. Area to be raised at next SEND group meeting to develop toolkit	Any pupil with communication difficulties is not disadvantaged through difficulties with language access.
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	Transition for 2018/19 & 2019/20 successful. Successful transition to Year One and then into Year Two for Fiveways placement. Visits completed prior to	All pupils are welcomed into our learning environment and supported as far as reasonably practical.

				transition by Class Teacher.	
	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	PLPs are shared with parents at parent meetings and extra time allocated for children with SEN. Pupils are asked for their views when completing and reviewing PLPs. SENCo available to meet with parents on request. SENDCo to monitor children know where PLPs are kept.	Pupils, parents and teachers are more able to access, understand and use Personal Learning Plans to effectively impact on learning.
Medium term	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	Annual review – all trips fully inclusive for all. Additional consideration for high needs funding child – pre learning and pre teaching in place (Social Stories where appropriate).	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	Curriculum review Spring 2/Summer 1 Staff PDM to further school understanding and awareness of range of disability.	Gradual introduction of disability issues into all curriculum areas.

Long Term	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	Registers are completed for afterschool clubs. These are reviewed at the end of each half term to identify venerable groups. These children to be raised as priority focus children with the clubs and lunchtime clubs lead.	All children confident and able to participate equally in out of school activities.
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Improving access to Information

	Targets	Actions	Timescale & Responsibility	Interim Review	Outcomes
Short term	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	Initial contact review in place. Letters checked by SLT/Office staff	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	Spring 2 : Ongoing development of parent pages on website Office Staff to regularly check this.	All parents getting information to access support as appropriate.
M	To enable parents to access information in a private forum.	Scan in leaflets onto school website under the	Term 1 2019 SENCO	To be addressed by Safeguarding Lead	All parents getting information to access support in a private

		Community Information Heading so information can be accessed in private as needed e.g. domestic violence support information, ASD support	Office staff	Spring 1 2020	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	Completed	Parents/carers feel confident regarding the information they have about the school.
Long Term	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	SEND report on website outlines our school offer and support available Support information available in leaflet form and on website	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	This has been added to the current SEND action plan.	Everyone can understand signage and find way around school.