



Accessibility Policy & Plan

Introduction and school vision

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act 1995. The effect of the law is the same as in the past meaning that 'schools cannot unlawfully discriminate against pupils because of age, gender, reassignment, sex, race, disability, religion or belief and sexual orientation'. According to the Equality Act 2010 a person has a disability if:

- a) he or she has a physical or mental impairment, and
- b) the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department of Education's guidance on statutory policies for schools. The plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Principal. At Ashwood Spencer Academy the Plan will be monitored by the SENDCo and Principal and evaluated by the Governor's committee.

At Ashwood Spencer Academy pupils are supported and nurtured to ensure they reach their full potential as learners and positive contributors to society. We expect every pupil to follow our DREAM expectations to create a culture that has respect, resilience, aspiration, determination and positive relationships as its core. We offer a safe and enjoyable learning environment where excellence is promoted. We are committed to an inclusive and creative curriculum that meets the needs of all learners.

The Plan sets out the school's proposals to increase access to education for disabled pupils in three areas required by planning duties in the Equality Act 2010:

- To increase the extent to which disabled pupils can participate in school curriculum.
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- To improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled. This Accessibility Plan has been developed in consultation with the Local Authority (LA), The Spencer Academies Trust, LA, staff and governors of the school and covers the period from September 2021 – September 2023.

The Accessibility Plan is structured to complement and support the school's equality objectives and will be published on the school website.



2.0 Current Accessibility Arrangements

Ashwood Spencer Academy has the following arrangements in place to comply to Equality Act 2010.

2.1 Admissions

Our admission criteria is structured to not discriminate against pupils with SEND and has due regard for the Equality Act 2010 and the practice advocated in the SEN Code of Practice, in that schools are prohibited from,

“...discriminating against disabled children and young people in respect of admissions for a reason related to their disability.” (DfE: 2015: 26: 1:28).

The development of caring, professional and respectful relationships is a key aim of our school development plan and we recognise the importance of these to ensure our pupils to ensure our pupils learn to become independent and confident learners.

2.2 Access to Buildings and Classrooms

In the main, all areas of the school are accessible by all children and their parents. These areas are detailed below:

Building	Features
Main building	<p>Most access points and toilets have either flat or ramped entrance or exits.</p> <p>There is the provision of a disabled toilet in reception, in the atrium at the top of the KS1 corridor and top of the KS2 corridor</p> <p>Corridors are wide enough for wheel chairs to be used.</p> <p>Door release buttons are fitted at a low height</p>



Foundation Corridor	<p>Access to Foundation from outdoors is flat at each entry/exit point allowing wheel chair access</p> <p>Classroom entrances have flat floor entrances and wide doors with low handles.</p>
KS1 corridor	<p>Entrance to the front of the corridor is flat allowing for easy wheel chair access.</p> <p>Classroom entrances have flat floor entrances</p>
KS2 corridor	<p>Corridors are wide enough for wheelchair access.</p> <p>The upstairs corridor can be accessed by a lift that can accommodate a wheelchair</p> <p>Classroom entrances have flat floor entrances</p>
Y6 block	<p>Entrance to the Y6 block is accessible via a ramp allowing easy access for wheelchair users.</p> <p>Classroom entrance has a flat floor entrance and wide doors with low handles.</p>
Halls	<p>Main entrances are flat allowing for easy wheel chair access.</p>
Canteen	<p>Access to Kitchen Serving Hatch is clear and suitable for wheel chair bound pupils.</p>
Playgrounds	<p>Available for all pupils. Access is available without the need to use steps.</p>
Main entrance	<p>All clear of steps allowing easy access for all pupils and parents.</p>

2.3 Evacuation Procedures

The schools Fire and Evacuation Policy lays down basic procedures for the safe efficient evacuation of the school buildings.

These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the pupil and parents and will be set out in the Individual Plan for the pupil. Personal Evacuation Plans will be put in place if required for specific individuals. All staff will be made aware of their responsibilities regarding individual risk assessments.



2.4 Curriculum Access: Teaching, Learning and Assessment

It is important that all pupils are equally valued within our school and have that pupils with disabilities should as far as possible have access to a full and broad curriculum, similar to that followed by their peers. At Ashwood Spencer Academy we promote a principle that values pupils' wellbeing, dignity, autonomy, and contribution to society. Inclusion means that we are committed to ensuring that there is a continuous process to eliminate barriers to education and promote reform in the culture, policy, and practice in our school to include all of our pupils. Research suggests that to implement an inclusive education, the school must adopt the assumption that all children have a right to be in the same educational space (Cobley, 2018; Florian, BlackHawkins & Rouse, 2017; Hehir, et al., 2016). At Ashwood Spencer Academy we are committed to promoting inclusion and providing an inclusive education.

To ensure that all pupils feel equally valued it is important that all pupils feel part of their class Team and wider DREAM Team. We implement this through ensuring that all pupils have opportunity to participate in a range of activities whilst at Ashwood Spencer Academy. These experiences equip our pupils with the relevant knowledge and cultural capital that they need to succeed, enabling them to achieve a set goal or target that they aim for not only during their time spent with us, but throughout their life. This is underpinned by our DREAM values.

Pupils ideas and thoughts are valued as we encourage them to be determined risk takers who want to succeed. We promote the development of resilience, a characteristic required to embed challenge and to develop self-confidence. We provide a supportive learning environment where pupils are respectful of others and value one another. The use of working wall and internal screens or class books is used to promote this and is a thread which is seen across the whole school.

Communication is embedded into our DREAM core values. We support all pupils to become expressive communicators, providing pupils who have speech, language and communication needs (SLCN) with tools to develop and make progress in their communication and language. Our Communication Practitioner is Elklan and Makaton trained and offer more targeted support to pupils with SLCN. Some of our Teaching Assistants have also had specialist Speech, Language and Communication training and provide tailored support to pupils with a range of communication needs. Pupils access Speech Link and Language Link to identify SLCNs and other speech, language and communication interventions or programmes are used to enable all pupils to develop their communicative skills.

2.5 Creative Curriculum

Pupils at Ashwood Spencer Academy are able to participate fully in the wide range of activities offered in and beyond the classroom consistent with the limitations imposed by any disability. The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out normal



activities, and respects the parents' and child's right to confidentiality. The school provides a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum, which underpin the development of a more inclusive curriculum.

Our 'A SEN DREAM curriculum' is designed around pupil's developmental stages of learning, as opposed to their chronological age and provides a pathway through the child's learning journey, no matter where their starting point is. It supports each individual to activate their senses, stimulate their interest in the curriculum, enabling them to eventuate back into mainstream learning and deliberate fully with the depth of the DREAM curriculum. This approach is bespoke to each pupil supporting individual Special Educational Needs and Disabilities.

The intent of our DREAM curriculum is to continue to provide age appropriate and motivating learning activities to engage our learners. At Ashwood we promote and encourage the development of the whole child, providing a conceptual lens which promotes cultural capital. Pupils individual learning objectives are outlined within their bespoke SEN provision which provides both short and long-term goals. These relate to a child's learning needs applying the Graduated Response. Where a child has an Education, Health and Care Plans (EHCP's) our 'A SEN DREAM curriculum' embeds these goals.

Inclusion means that we are committed to ensuring that there is a continuous process to eliminate barriers to education and promote reform in the culture, policy, and practice in our school to include all of our pupils. Research suggests that to implement an inclusive education, the school must adopt the assumption that all children have a right to be in the same educational space (Cobley, 2018; Hehir, et al., 2016). At Ashwood Spencer Academy we are committed to promoting inclusion and providing an inclusive education to all.

We aim to:

- Set suitable learning challenges
- Respond to pupil's diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

Learning beyond the classroom has included:

- Outdoor Education including Forest School
- Sports
- Music
- Clubs and activities



- Excursions and trips
- Making links with other mainstream and special schools
- Community links to deepen Cultural Capital

At Ashwood Spencer we work in partnership with parents and the suitability of any event and the need for additional support is discussed fully with parents in advance.

The priorities for this plan have been decided in reference to:

- Parent/ carer consultations
- Pupil voice
- Health and Safety Inspections
- Service Reports
- SEND Peer Review (July 2021)

2.6 Information for Pupils and Parents

Parents are routinely involved in reviewing the provision for their child. The child will also be involved depending on their ability and willingness to participate. Inclusion review meetings are held for parents of children with SEN&D. These allow for provisions to be monitored and up to date information to be shared.

Large print format materials will be provided when required.

If either pupils or parents have difficulty accessing information normally provided in writing by the school, such as handouts, newsletters, homework etc. then the school will be happy to consider alternative forms of provision.

2.7 Reference Sources for the Accessibility Plan

- Advice from multi agency professionals
- Multi-agency meetings

The plan has been written to ensure that the school identifies and prevents discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning. Children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to other children.

Other important policies have been considered alongside this plan. They are:

- Equal Opportunities (including Racial Equality) Policy
- Inclusion Policy
- Health and Safety Policy (including procedures for administering medicines)
- Emergency Evacuation Procedures



- Special Educational Needs and Disability (SEND) Policy
- Behaviour and Anti-Bullying Policy
- Admissions Policy
- Remote Learning Policy
- DREAM A SEN Curriculum

2.8 Action Plans

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Action plans will be developed as the accessibility arrangements are reviewed.

2.9 Management of the plan

The Governors Resource Committee will be responsible for the strategic direction of the school's accessibility plan for obtaining and allocation the funds needed to implement the priorities in the plan. The progress of the plan will be monitored by the Principal and Governors and reviewed every three years. New actions will be added within this time frame should they arise and be reapproved by Governors. The Principal and the SENDCO will be responsible for the plans' day to day implementation. Progress of the plan's priorities will be reported to Full Governing Body at least once per year and accessible on the school website.

Parents/carers may request a copy of the Accessibility Policy/Plan from the School Office.

References

Cobley, D. (2018). Disability and international development: A guide for students and practitioners. London: Routledge.

Department for Education (2015) *Special educational needs and disability code of practice: 0 to 25 years*. Available at: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> (Accessed: 19/01/2021).

Hehir, T., Grindal, T., Freeman, B., Lamoreau, R., Borquaye, Y. & Burke, S. (2017). A summary of the evidence on inclusive education. Report prepared for Instituto Alana, in partnership with ABT Associates. Retrieved from: <https://files.eric.ed.gov/fulltext/ED596134.pdf> (Accessed: 4/08/2021)



2:10 Accessibility Plan

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.

	Target	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	To ensure no pupil is denied access to the curriculum due to their learning difficulties/ disabilities	<p>Ensure all staff knowledge is up to date about children's needs</p> <p>Ensure liaison with therapists and specialist teachers in order to meet individual needs and provide an inclusive learning environment</p> <p>Develop the 'A SEN DREAM curriculum' to support pupils who need a bespoke pathway for their learning journey</p>	<p>Ongoing CPD</p> <p>Regular meetings to review SEND targets with parents and other professionals</p> <p>September 2021</p>	SENDCO/ Assistant SENDCO Vice Principals Teachers	<p>The DREAM Curriculum is accessible and ambitious for all pupils</p> <p>Staff know how to best support pupils</p> <p>Pupils individualised needs are met</p> <p>Parents are supported with remote learning</p>
	To ensure that staff understand inclusive practice and how this relates to personalised learning	Ensure that staff understand personalised learning approaches and know of strategies to best support pupils needs.	ongoing	SENDCO/ Inclusion Team	<p>Staff know and use different Inclusive practices to meet individual pupils' needs</p> <p>Inclusive practice is embedded</p>

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		<p>Effective induction of new staff</p> <p>Effective deployment of support staff</p>			
	To effectively use technology to support teaching and learning	<p>Commitment to our remote learning offer enabling all pupils to learn remotely supported by parents (if required) during the pandemic</p> <p>Bespoke support & resources provided to parents and pupils</p>	<p>Coordination of devices/ disseminate effective programmes/ platforms to aid teaching and learning</p> <p>Bespoke support by staff – during remote learning</p> <p>Additional support/ Bespoke resources by SEND team to support Home learning</p>	<p>Assistant Principal</p> <p>Teachers/ TAs</p> <p>SENDCO</p> <p>Assistant SENDCO</p>	<p>Pupils who are not in school are able to successfully access and engage in learning remotely</p> <p>Technology effectively aids teaching and learning</p>
Medium Term	To reconnect with parents, Increasing their participation involvement in the school after COVID	Disseminate information regarding family support sessions before and after school sign posting parents/ carers to Holiday and Food programme (HAF provisions) and to Derby Adult Learning Service	Develop contact with Parents/carers through Workshops/ parent clubs (possible remote or by using the outdoor environment)	Family Support Inclusion Team	Pupils attend after school clubs to enhance learning and family participation.



	To make communication more accessible improving Deaf awareness by developing Total Communication environments within school	<p>Ensure staff are confident to Communicate using a range of communication modes</p> <p>Develop pupils' knowledge of Deaf awareness</p>	<p>CPD for staff on communication strategies</p> <p>Inclusive choir club</p>	<p>SENDCo</p> <p>Advice form ToD</p> <p>SEND Team</p>	School promotes Deaf awareness and promotes an inclusive communitive culture
	To further develop inclusive provision providing specialist classes to provide more bespoke learning opportunities	<p>Embed personalised teaching & learning into specialist Classes</p> <p>Provide a bespoke pathway to our inclusive curriculum</p> <p>Implement the 'A SEN DREAM curriculum' and iASEND assessment tracker</p>	Ongoing	<p>SENDCO</p> <p>Vice Principals</p>	<p>Personalised learning embedded</p> <p>In to the provision</p>
	To reconnect links with other local specialised	Further develop local network of schools to develop	Reconnection after COVID	SENDCO	Increased understanding of opportunities available for all

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	providers- St Giles, St Claire's, Newton's Walk	partnerships to support transitions			children
	To work in collaboration with Derby City Council to provide bespoke specialist and inclusive provision for pupils with complex needs (including ASD) within a mainstream school increasing capacity within DC	Provide Total Communication environments to support pupils with C&I needs Effective use of Element 3 Funding to support provision Implement specialist Interventions/targeted support	Ongoing	SAT Director of Inclusion SENDCO/ Principal Assistant SENDCO DCC SEND Team	
Long Term	To achieve the IQM Bronze award for Inclusion	To create an environment which provides the opportunity for all to succeed. To promote access and diversity to their fullest extent.	Self evaluation by end 2021 School improvement Planning 2021/2022	Led by SLT Training & advisory Input from IQM	Recognition of the school's commitment to inclusive practice through achieving IQM accreditation



Aim 2: To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education services

	Target	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	Ensure that staff and Governors are outward thinking and proactive in ensuring the school is accessible to all	Access plans are reviewed as part of the IP process Bespoke staff training on IEP/ care plans & risk assessments as required	Ongoing CPD Regular meetings to review SEND targets with parents and other professionals	SENDCO/ Assistant SENDCO Teachers	IEP/ care plans & risk assessments in place for individual pupils with staff having an increased awareness of accessibility access
	To reduce sensory overload Improving provision for pupils with sensory & physical needs	Calm learning environment Reduction in reverberation Streamline furniture in corridors Pathways to mainstream classes	Ongoing review	SENDCO Inclusion team Teachers	Provisions reflects needs of pupils
	To ensure that all disabled pupils can be evacuated safely	Personal evacuation plans are in place Staff are aware and competent in evacuation procedures Corridors are clear	Ongoing review	Principal SENDCO Teachers	Staff confident in evacuation procedures Individuals with mobility needs are able to be evacuated safely



Medium Term	To develop the use of the sensory room and other spaces to support pupils with SEMH/ sensory needs	Sensory room to be timetabled to maximise use and support effective intervention Sensory circuits to be set up to support pupils; individual programmes	Ongoing Staff CPD – sensory processing Ordering of equipment- As required	SENDCO Inclusion Team	Pupils are provided with the Space and equipment to Self-regulate
Long Term	To implement the Autism Education Trust school Autism standards	To use the framework to Evaluate our practice in addressing the needs of pupils with autism	Ongoing	SENDCO Inclusion Team	Autism friendly school

Aim 3: To improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

	Target	Strategies	Timescale	Responsibilities	Success Criteria
Short Term	To ensure the school website can be viewed in a range of formats.	To provide communication symbols. A highlighting tool is available as part of a dyslexia friendly approach. A google translation tool to be applied to enable the	Autumn Term 2021	Assistant Principal Edu Tec	The website is inclusive and accessible to a wide range of stakeholders.



		contents to be viewed in over 100 different languages			
	Families have access to Information to support learning	To ensure a learning platform is accessible for parents, carers, staff and pupils. To provide bespoke support for parents to introduce, upskill on using learning platforms	Ongoing	Assistant Principal Edu Tec	Parents are able to take an active role in supporting remote learning
	To use media to enhance links with home and school.	Tapestry Dojo Google Drive links	Ongoing	Assistant Principal Edu Tec	Parents are able to take an active role in their child's learning Improved remote learning experience
Medium term	To develop the use of communication symbols on posters and information. Consistent approach to using symbols within the environment	Symbols around school to be consistent. Symbols to support children's access to information around school. Use of Objects of reference support pupils with complex communication needs AAC devices	Ongoing	SENDCO Inclusion Team	Children can access information via symbols and objects of reference. Children who have complex communication needs have access to AAC

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	Ensure key signage is accessible using CIP	Symbols support children's access to information around school	ongoing	SENDCO Inclusion Team	Information is accessible using Graphics/symbols
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