



Ashton Keynes C of E Primary School

Accessibility Plan 2021-23

Reviewed September 2021
Adopted Finance & Premises 2021
Review Due Jan 2023

Accessibility Plan 2021-2023

Ashton Keynes School has been described as having a welcoming, delightfully happy and inclusive environment in which pupils thrive and want to do their best. We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own learning adventure. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils varied life experiences and needs. We offer a broad and balanced Shine curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Purpose of Plan

This plan shows how the school intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability;

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse affect on his/her ability to carry out normal day-to-day activities.

Areas of planning responsibilities

Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits).

Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education).

Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils disabilities and pupils and parents preferred formats and be made available within a reasonable timeframe

Contextual Information

Ashton Keynes School has been in its current location since 1896. The original Victorian building houses the admin areas and classrooms. A 1990s single storey building houses the school hall and kitchen.

The old school house is used for administration purposes and contains the reception area, school office, meeting room and staffroom. Access to the school house is via several steps at the front. Wheelchair access is via the green gates and into the new build.

The Reception, Year 1 and Year 2 classrooms and learning hub are based in the new build which was completed in September 2020 and is fully accessible. There is also a disabled toilet located within a hygiene room.

At present we have no wheelchair dependent pupils, parents or members of staff. However we do have wheelchair users visiting the school and all the main facilities are available to them with the exception of the SENDCO and Business Manager's office. However meetings can be held in other spaces.

Current Range of known disabilities: The school has children with a range of disabilities to include moderate and specific learning disabilities.

We have a small number of pupils and parents who have a hearing impairment

Improving teaching and learning lies at the heart of the schools work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children through our Shine Curriculum. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target	Strategies	Time Scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum and ensuring progress of all	Be aware of staff training needs on curriculum access. LP SENDCO provides 1:1 progress training with staff Assign CPD for dyslexia,	On-going and as required	SENDCO	Raised staff confidence in strategies for differentiation and increased pupil participation. Ensuring specific progress measures are in

pupils	differentiation and recording methods. SIP key area 1. Online learning modules if required			place for 1:1 pupils
Ensure classroom support staff have specific training on supporting children with specific additional needs	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	As required	SENDSCO	Raised confidence and expertise of support staff
Ensure all staff are aware of the additional needs of children and have full access to our Shine Curriculum	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	As required	SENDSCO	All staff aware of individuals needs
Use ICT software to support learning	Make sure software installed where needed	As required	ICT	Wider use of SEN resources in classrooms
All educational visits/clubs to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	HT/DHT	All pupils in school able to access all educational visits and take part in a range of activities All pupils in school able to access all clubs

Improving access to the physical environment of the school

Ashton Keynes School is continuing to grow and develop. The new Learning Hub and playground facilities have been completed. The Learning Hub facilitates excellent acoustics.

Provision, in exceptional cases, will be negotiated when pupils' specific needs are known. We will always assess each child's needs and adapt accordingly, taking advice where appropriate from outside agencies.

We have a wide range of equipment and resources available for day-to-day use. We keep resource provision under constant review. The schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils with additional needs as part of the IEP process when required	As required	SENCO	EHCPs in place for disabled pupils with additional need and all staff aware of pupils needs
	Be aware of staff, governors and parents access needs and meet as appropriate	Induction and on- going if required	Headteacher	All staff and governors feel confident their needs are met
	Through questions and discussions find out the access needs of parents/carers through newsletter	Annually	Headteacher	Parents have full access to all school activities
	Consider access needs during recruitment	Recruitment process	Headteacher	Access issues do not influence recruitment and retention issues

	<p>process</p> <p>Ensure staff aware of Environment Access Standard</p>			
<p>Improve signage and external access for visually impaired people where appropriate</p> <p>(although no children in school currently who are visually impaired)</p>	<p>Yellow strip mark step edges</p>	<p>On going</p>	<p>Site manager</p>	<p>Visually impaired people feel safe in school grounds</p>
<p>Ensure all pupils with additional needs can be safely evacuated</p>	<p>Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties</p> <p>Develop a system to ensure all staff are aware of their responsibilities</p>	<p>As required</p> <p>Each Sept</p>	<p>SENCO</p> <p>SENCO</p>	<p>All disabled pupils and staff working alongside are safe in the event of a fire</p>
<p>Ensure accessibility of access to ICT equipment</p>	<p>Alternative equipment in place to ensure access to all hardware including hall</p> <p>Liaise with VI/HI on information with regard to the visual impaired and hearing impaired pupils</p>	<p>On-going and as required</p> <p>Software may be required</p> <p>as required</p>	<p>ICT</p>	<p>Hardware and software available to meet the needs of children as appropriate</p>

Ensure hearing equipment in classrooms to support hearing impaired when required	Seek support from LA hearing impaired unit on the appropriate equipment	Ongoing	LA hearing officers	All children have access to the equipment
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access (School House excepted) Egress routes visual check	On-going and as required and as appropriate Weekly	LA Site Manager	All disabled staff, pupils and visitors able to have safe independent egress

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils disabilities and pupils and parents preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers	Provide information and letters in clear print	During induction	KS1/office	All parents receive information in a form that

to ensure it is accessible.	<p>in “simple” English</p> <p>School office will support and help parents to access information and complete school forms</p> <p>Ensure website and all document accessible via the school website can be accessed by the visually impaired.</p>	<p>On-going</p> <p>Current</p>	<p>School Office</p> <p>Office/ Website design team</p>	<p>they can access</p> <p>All parents understand what are the headlines of the school information</p>
Improve the delivery of information in writing in an appropriate format when required	Provide suitably enlarged, clear print for pupils with a visual impairment. We have visual stress materials in school which can be used as and when appropriate (e.g. tinted overlays and books)	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	<p>On-going</p> <p>All teaching staff and TA’ s attend to dyslexia training in 2022</p>	SENDCO	Staff produce their own information
Annual review information to be as accessible as possible	Develop child friendly IEP review formats	On-going	SENDCO	Staff more aware of pupils preferred method of communications
Languages other than English to be	Some welcome signs to be multi-	As required	EAL co- ordinator	Confidence of parents to access their child’s

visible in school	lingual			education
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	If and when a pupil comes to us with English as an additional language we would also access support from the EMAS team (based at County Hall)	As required Currently being provided for parent	SENDCO	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information as required	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website.	As required	Office	All can access information about the school