



Accessibility Plan

Ardleigh Green Learning Federation

October 2022

Ardleigh Green Learning Federation – Accessibility Policy

This accessibility Policy and Plan are 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.

1. 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.
2. Ardleigh Green Learning Federation plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period.
4. The Accessibility Plan will contain relevant actions to:
 - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school 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 school 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.
5. The Plan will be monitored by Ofsted as part of their inspection cycle.
6. 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.

Reviewed October 2022

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Action Plan

Targets	Strategies	Timescale	Responsibility	Success Criteria
Access to the Physical Environment				
<p>To be aware of the access needs of disabled children, staff, governors and parents, carers.</p> <p>Ensure that school staff and governors are aware of access issues.</p>	<p>Create access plans for individual disabled children as part of the Identification and Assessment process.</p> <p>Ensure staff and Governors can access areas of school used for meetings.</p> <p>Circulate information to relevant staff on Access to Work scheme.</p> <p>Staff to share pupil passport (IEP) information with volunteers and support staff to ensure continuity of care for the children</p>	<p>As required</p> <p>On-going process</p> <p>In place Spring 2017</p> <p>On-going</p>	<p>SENCO/Class Teacher</p> <p>Head Teacher</p> <p>Head Teacher / H&S Co-Ordinator</p> <p>SENCO</p>	<p>Learning plans are in place for all SEND pupils, and all staff are aware of pupils' needs.</p> <p>All staff and governors are confident that their needs are met.</p> <p>Access to work information Staff Handbook and on staffroom notice board.</p> <p>Volunteers are aware of the needs of SEN children at all times.</p>
<p>Ensure everyone has access to reception area.</p>	<p>Ensure that nothing is preventing wheelchair access.</p>	<p>Daily check to ensure area is clear</p>	<p>Site Supervisor/H&S Co-ordinator</p>	<p>Disabled parents/carers/visitors feel welcome.</p>
<p>Maintain safe access for visually impaired people.</p>	<p>Check condition of yellow paint on step edges regularly.</p> <p>Check exterior lighting is working on regular basis.</p> <p>Black/Yellow hazard tape at end of play equipment for visually impaired child</p>	<p>As required</p>	<p>Site Supervisor/H&S Co-ordinator</p>	<p>Visually impaired people feel safe in school grounds. Yellow edges need to be re-done as needed throughout the school year. Light to be fitted near front door.</p> <p>Child knows where equipment ends.</p>
<p>Ensure all disabled people can be safely evacuated.</p>	<p>Ensure there is a Personal Emergency Evacuation Plan for all disabled pupils.</p> <p>Ensure all staff are aware of their responsibilities in evacuation by being aware of the SENCO passport (IEP) information.</p>	<p>On-going process</p>	<p>Head Teacher/SENCO</p>	<p>All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated quickly and easily.</p>

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Provide hearing loops in classrooms to support pupils with a hearing impairment.	Take advice from HSIS on appropriate equipment if this becomes necessary.	As required	Head Teacher	All children have access to the curriculum.
Ensure there are enough fire exits around school that are suitable for people with a disability.	Ensure staff are aware of need to keep fire exits clear.	Daily	All staff/ Head Teacher	All disabled personnel and pupils have safe independent exits from school.
Maintain accessibility of swimming pool for children with physical disabilities.	Review each child individually, carry out risk assessment for each case and act upon outcomes.	On-going	Head Teacher	Use of swimming pool for as many children as possible
Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairment.	Seek advice from LA sensory service about appropriate colour schemes.	On-going	Head Teacher	Classrooms are made more accessible to visually impaired children. Physical accessibility of school increased
Access to the Curriculum				
Ensure support staff have specific training on disability issues.	Identify training needs at regular meetings.	On-going	SENCO/Head Teacher	Raised confidence of support staff.
Ensure all staff (teaching and non teaching) are aware of children's curriculum access.	Set up a system of learning plans for disabled children when appropriate. Share information with all agencies involved with each child.	On-going	SENCO	All staff are aware of individual's needs.
All school visits and trips need to be accessible to all pupils.	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible.	On-going	Class Teacher	All pupils are able to access all school trips and take part in a range of activities.
Review PE curriculum to ensure PE is accessible to all pupils.	Review PE curriculum to include disability sports.	As required	SENCO & PE Co-ordinator	All pupils have access to PE and are able to excel. Child's TA will be there all the time.
Review curriculum areas and planning to include disability issues.	Include specific reference to disability equality in all curriculum reviews.	On-going	SENCO & Head Teacher	Gradual introduction of disability issues into all curriculum areas.
Ensure disabled children can take part equally in lunchtime and after school activities.	Discuss with out of school club staff and people running other clubs after school.	As required	SENCO	Disabled children feel able to participate equally in out of school activities.
To maintain access to quality speech therapy for those children who are in most need.		On-going	SENCO	Children receive effective and consistent support for speech and language Children make good progress with speech & language

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To meet with a group of identified pupils termly to discuss their needs, views and share ideas with regard to maintaining their accessibility.	Select range of pupils. Organise termly meetings. Produce list of questions to ask pupils. Minute findings and act on these.	Termly On-going	SENCO	Children's voice is heard and any barriers they perceive are broken down to feed back to the School Council. Feedback from meetings will show the success of their ideas. Monitoring recorded in minutes.
Access to Information				
Key letters to be in other languages.	Work with HSIS to develop a working strategy.	As required	Head Teacher/SENCO	All people feel they are welcome in school.
Inclusive discussion of access to information in all parent/teacher annual meetings.	Ask parents about preferred formats for accessing information eg braille, other languages. Translation tool available on website to allow multi-lingual access.	Annually	SENCO/Head Teacher SENCO/Head Teacher	Staff more aware of preferred methods of communication, and parents feel included School website is accessible to all.
For parents of children with special needs to feel confident and supported.	Increased use of Family Centre Parent Coffee Mornings Termly Parent Meetings Update Website to include more SEND information	Ongoing	SENCO	Parents with disabilities feel more included in the school community. Parents are up-to-date with information
To ensure that all systems in school e.g. reporting, meetings etc. are accessible to all parents and pupils regardless of disability.	Increase liaison with targeted children. Review of communication procedures. Possible	Ongoing	Head Teacher	Improved communication and forward planning for events.