

Policy Document for: Accessibility at Aspire School
Reviewed: November 2023
Due for next Review: November 2026

Additions/amendments in this version

	<i>Updated to changes references to include HT and changing to BA MAT policy</i>

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

The Schools within Bourne Alliance MAT strive to ensure that the culture and ethos are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

Aims

The Trust aims to include all pupils in the full life of the School and our strategies to do this will include:

- Having high expectations of all pupils
- Finding ways in which all pupils can take part in the full curriculum including sport, music and drama regardless of their needs and pathway
- Continually reviewing the school curriculum to ensure it is diverse and representative for all our pupils
- Planning out of school activities including all school trips and excursions so that all pupils can participate, regardless of barriers
- Children are admitted via the Local Authority and we will ensure that our provision is open for all pupils which meet our criteria regardless of disabilities
- Devising teaching strategies which will remove barriers to learning and participation for all pupils
- Planning the physical environment of the school to cater for all needs
- Ensuring the resourcing for all outdoor environments are fully acces
- By providing written information for pupils of all ages and stages of development – using resources such as Communicate in Print
- By using language which does not offend in all its literature and make staff and pupils aware of the importance of language.
- By examining our library and reading books to ensure they are inclusive of all children
- The DT room has a lowered section to be an appropriate height for children
- Ensuring all the policies used in the school are equitable for pupils, families and staff

See also the Equality information and objectives document which sets out our current priorities which is informed by [Equality Act Advice Final.pdf \(publishing.service.gov.uk\)](#)

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Scope of the plan

This plan covers all three main strands of the planning duty:

1a. Improving the physical environment of school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and associated services:

It is the aim of school to constantly update and improve the physical environment of the school and also the physical aids to access education. The school was newly built and opened in September 2020 but we continue to develop our practice and environment. The physical environment includes such things as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way finding systems.

A 3 yearly accessibility audit is undertaken to support identification of areas which require further development. The Trust considers accessibility when planning building works or refurbishments.

- There is good access to all parts of the school; it is built on one level and is fully accessible

- All entrances have doors wide enough for wheelchair access and all door handles are at an acceptable height for reach.
- The main playground is accessible via level access
- Outdoor areas are available for each class which have level access from the classroom
- Staff car parking is located in a level, enclosed area to the front of the school and there are dropped curbs to ensure the site can be accessed
- All parents/carers and transport come into the car park to drop off and collect children which is supported by staff
- There is a hoist available which can be used within the school
- There are disabled toilets available around the school, along with a hygiene room with a shower and changing area for children
- The staff room is on the ground floor
- The staff sign in facility is at DDA height
- A parent meeting room, library, soft play room, immersion room and the main meeting room are accessible

1b. Physical aids to access education cover things such as IT equipment, specialist furniture and resources

Aspire school has access to a range of specialist resources and these are be distributed to pupils as required. The school can also request specialist arrangements for assessments as needed.

This includes:

- Universal offer of equipment to support sensory regulation, including ear defenders, sloping desks, wobble cushions, sensory chewy toys, etc.
- Specialist offer of equipment to support sensory regulation (following an OT assessment), including weighted vests, body socks, weighted blankets, etc.
- Universal offer of access to programmes to support sensory regulation, including sensory circuits.
- Specialist offer of access to sensory integration and swing room (following an OT assessment).
- Universal offer of access to equipment/resources to support writing and mark-making, including play dough, sensory items in Tuff Trays, various handwriting grips, etc.
- Universal offer of access to IT equipment to support learning, e.g. laptops for word processing, Ipads, interactive whiteboards, recordable talk buttons, etc.
- Specialist offer of access to the Communication and Assistive Technology Service (CAT team) (following a referral).

As a Trust, we aim to ensure that the needs of our disabled pupils, parents and staff, are taken into account at all times. The Trust provides general measures such as blinds and adjustable lighting, as well as considering the Equality Act 2010 when planning additional works. The **equality information and plan** sets out how the school sites are adapted to meet the physical needs of pupils and staff with mobility disabilities. Staffing policies make links to the Equality Act.

See also the **SEN Policy and Information report** for full details.

2. Increase the extent to which disabled pupils can participate in the schools' curriculum.

It is the aim of the Trust to constantly review and improve where possible access for all pupils to a full, broad and balanced curriculum. As already stated, this covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum and staff information and training.

- When children start in school, information is gathered ahead so that we can put into place what will be needed
- Information about the needs of pupils is shared with relevant staff

- Individual Learning Plans are created for all pupils, which are reviewed and updated when required, but every 6 weeks as a minimum requirement.
- Communicate in Print resources are used throughout the school

The Trust will continue to improve progressively access to the curriculum for all disabled pupils. It is our intention to ensure that the accessibility strategies and plans are in direct response to the changing needs of the school population and also to the particular needs of individual pupils as they join the school.

- Any child with a mobility issue – acute or chronic – will have a Personal Emergency Evacuation Plan written so they can evacuate safely. Risk assessments and/or Health Care Plans are written for children with additional needs such as food allergies. Staff are epipen, asthma and epilepsy trained and aware.
- All children have a Risk Assessment written with their parents so that any risks or barriers faced by the child in fully accessing school life have been considered and mitigated for
- Risk assessments are considered and adaptations made to ensure that all pupils can access all elements of the provision, school trips, PE and school clubs.
- Class facing staff receive ongoing training on a wide range of SEND needs to support them with best practice

At Aspire School we believe it is important that all of the children are treated as individuals and, as such, require a curriculum that meets their individual needs and responds to the unique ways in which they learn. In order to achieve this, it is important that we start from their individual starting points and respond to what they want and need most; based upon what we know about them and the priorities of parents, carers and other professionals.

We recognise the need to provide a broad and balanced curriculum, but also that this broad and balanced curriculum will look different for different learners. In order to achieve this, pupils will follow a learning pathway that allows access to academic learning, provides opportunities to develop important personal development and life skills, allows for time to focus on individual learning goals, and has communication at the core. The weighting of these learning focuses will be different for different learners and will be determined by the pupils' starting points.

The curriculum aims for pupils to:

- Enjoy their education
- Build upon existing skills and understanding
- Develop their full potential
- Develop their social communication skills
- Develop their functional academic skills
- Develop their independent living skills
- Develop safe and healthy lifestyles
- Develop their self-esteem
- Develop emotional regulation skills
- Benefit from community based learning
- Access a wide range of enrichment opportunities
- Become increasingly independent learners

All members of staff have an Office 365 account so that they can work digitally. Office 365 includes Immersive Reader which can read aloud and offer other settings to increase text size, change screen colours and highlight only a few lines of text at a time to support accessibility.

3. Improving the delivery of information to pupils with disabilities

The staff within the Trust will ensure that information normally provided by the school in writing to the pupils and parents is made available to those with disabilities in a format that they can understand. Where necessary, we will ensure that alternative formats are available such as Braille, audio tape and large print and also the provision of information orally, through lip speaking or sign language, through a recognised symbol system or through IT means such as Immersive Reader. This information will also be made available within a reasonable time frame and take account of the pupil's disabilities and pupils' and parents' preferred formats.

Monitoring

The Trust recognises that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged and that monitoring leads to action planning. We will monitor:

- Admissions
- Attainment
- Attendance
- Punctuality
- Rewards
- Sanctions
- Exclusions
- SEN Register
- Effects of Literacy and Numeracy Strategies
- Selection and recruitment of staff
- Governing Body and Trustee representation
- Parents attending consultation meetings.

Action Plan

Identified in		Next steps	Action by	Time frame
Curriculum offer	Resources	School is part of the Trust wide project on equality & diversity to review the curriculum and resources for all children	School	Academic year 23/24

Accessibility Audit

Car park	
Does the school car park have wheelchair access (dropped kerbs) to the pavement?	Yes
How many disabled parking bays do you have?	5

General site access	
Is there level or ramped access to the main school building which is suitable for a wheelchair?	Yes
Does the main school entrance have power assisted doors?	Yes – front gate Yes – front entrance
Are there any other doors in the school with powered openers?	No
How many classrooms does the school have in total?	21
How many of these classrooms are accessible from the main entrance to the school building?	All
How many classrooms are in external accommodation? (e.g. Elliott/ Portakabin)	None

Toilets / Hygiene rooms	
Does the school have any accessible toilets and if so, how many? (See note 1 below)	Yes 4
Do you consider the accessible toilets to be of an appropriate standard / compliant based on note 1 below?	Yes
Does the school have a hygiene room with shower? (See note 2 below)	Yes
Do you consider the hygiene room to be of an appropriate standard / compliant based on note 2 below?	Yes
Are any of your accessible toilets / hygiene rooms equipped with height adjustable changing beds ?	Yes

Hoists	
Does the school have any hoists and if so how many?	Yes
Which rooms are the hoists situated in?	Hygiene room
Are the hoist(s) any of the following:	
Mobile (on wheels)	Yes
Ceiling track hoist - fixed	No
Ceiling track hoist – moveable (H track)	No

Specialist teaching equipment	
Does the school have any height adjustable desks?	Yes
Does the school have any height adjustable science / DT equipment such as food technology?	No
If yes to either of the above, please confirm which classroom types they are located in.	KS1 classrooms

Playground / playing field	
How many formal hard play areas does the school have?	1 main playground plus hard standing for each classroom
Do the hard play areas have level or ramped access?	Yes
Does the school have its own playing field with level or ramped access?	Yes
Does the school have an offsite playing field with level or ramped access?	N/a

Lifts	
Does the school have any lifts which are either dedicated to wheelchairs or conventional passenger lifts, please confirm the type and number below:	No

Hearing/Visual Impairment	
Does the school have any of the following and approximate quantity of each (all, some, none)	
Contrasting doorframes	All
Coloured handrails	n/a
Coloured steps	No
Tactile paving	No
Hearing loops	1 (in reception)
Soundfield systems	No