




Ashford Oaks Primary School

Oak Tree Road, Ashford, TN23 4QR

Accessibility Plan January 2025

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Reviewed by Deborah Hainsworth (SENCO)	14/01/2022
Reviewed by Phil Chantler	07/01/2025
Safeguarding Reviewed: Theresa Dickens	9 January 2025
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Signed: Rob Cooke  Chair of Governors	

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. 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. Ashford Oaks is a highly inclusive school. All staff are responsible for all of our pupils. The mainstream core standards are integral to our provision and ensuring that children with Special Educational Needs are provided with the same opportunities.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included the views of a range of stakeholders in the development of this accessibility plan, including; pupils, parents, staff and Governors of the school.

Ashford Oaks ensures good accessibility, complying with the Disability Discrimination Act (DDA) to ensure the school is as fully inclusive as possible.

- We follow the ***KCC Special Educational Needs Mainstream Core Standards 2014***. All staff are given wide ranging training in order to help them meet the requirements of the Mainstream Core Standards. In addition SEND appropriate processes such as those outlined in the ***Autism Education Trust Progression Framework*** are used to ensure curriculum accessibility, accurate monitoring of progress, and to inform target setting.
- We adopt a three Wave approach to SEND. Those in **Wave One** receive a Universal Offer through Quality First Teaching. Those in **Wave 2** have a Targeted Offer and are either on the class teacher's Provision Map or may have a Provision Plan. **Wave Three** children have a Provision Plan. Children with a specific Special Educational Need (Wave Two and Three) that needs additional support are placed on the SEN register and have specific outcomes and interventions to support their needs.

We have a range of physical items and processes that aid accessibility:

- Disabled parking bays
- Disabled toilet areas
- Shower and changing area
- Slope access to playground
- A wide range of equipment used to support learning (e.g. writing slopes, stabilising cushions and ear-defenders)
- Highlighted edges to steps
- Sound field systems available in some classrooms

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.

Action Plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Curriculum accessibility

Aim	Current Good Practice	Objectives	Actions to be taken	Responsibility	Success Criteria
Increase access to the curriculum for pupils with a disability	An adapted curriculum for all pupils. Resources tailored to the needs of pupils who require support to access the curriculum.	Further adapt the curriculum within the classroom to ensure that SEN children are able to work independently, within the mainstream classroom	Staff training on supporting SEND children within the classroom	SENCo team and teachers	Increase the number of children who are able to work independently in class

Aim	Current Good Practice	Objectives	Actions to be taken	Responsibility	Success Criteria
	<p>Resources and displays are fully inclusive.</p> <p>Curriculum progress is tracked for all pupils.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p>[except some Wave 3 pupils] and make good progress from starting points</p>	<p>Continue to develop a curriculum for high profile children and those in AI still working on Early Years milestones.</p> <p>Curriculum has been in place, it will need monitoring and assessing the impact on the children and their outcomes.</p>		<p>Improved outcomes for SEND pupils.</p>

Access of physical environment

Aim	Current Good Practice	Objectives	Actions to be taken	Person Responsible	Success Criteria
<p>Improve and maintain access to the physical environment</p>	<p>A range of SEND learning aids are a routine part of universal offer.</p> <p>Environment is adapted in a variety of ways to support site accessibility – e.g. disabled parking bays and toilet areas,</p>	<p>To further adapt the teaching and learning materials for SEN children</p> <p>To enhance the physical environment, especially, for those pupils</p>	<p>Teachers adapt teaching and learning materials for SEN children with the advice provided by outside agencies,</p>	<p>SENCO and class teachers</p>	<p>All children able to access all learning opportunities</p>

Aim	Current Good Practice	Objectives	Actions to be taken	Person Responsible	Success Criteria
	slopes onto playground, wide corridors and wide doors	who require Wave 3 support.	STLS and SENCO		

Accessibility of information

Aim	Current Good Practice	Objectives	Actions to be taken	Person Responsible	Success Criteria
Improve the delivery of information to pupils and parents with disabilities	Range of communication methods to ensure information is shared. Includes internal signage, large print resources, communication in print.	To develop the delivery of information provided to our parents with disabilities.	Develop parental communication. For example reduce amount of written words/letters provided to parents, whilst maximising important content.	SLT and SENCos	All parents are able to access the information provided to the from the school

Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body and Headteacher of the Ashford Oaks Primary School.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Child Protection Policy 5.1