



ASHLAWN  
SCHOOL

# Accessibility Plan

January 2024 – January 2027

<b>Next review date:</b>	<b>February 2027</b>
<b>Owner:</b>	<b>Rosie Bansett-Barker</b>
<b>Status:</b>	<b>Approved</b>

## **The Academy's Context:**

We are a large secondary with a growing sixth form college. The academy comprises several buildings covering a large site, mostly of one or two storey construction.

### **1. The Academy's 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

At Ashlawn we want to enable all pupils to achieve their potential academically and personally, regardless of ability or disability. We aim to increase academy and community awareness of the importance of quality and equality of opportunity for all pupils and are committed to providing an inclusive curriculum to meet individual needs, and to promote positive achievement and independence for all.

The plan will be made available on the school website, and paper copies are available upon request.

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.

### **How this Accessibility Plan has been agreed:**

The priorities for the Accessibility Plan for our academy were identified by a planning group who consisted of:

- Principal, Senior Vice Principal, Assistant Vice Principal Inclusion, SENCO
- Governors for Inclusion and Safeguarding
- TLET
- Business Operation and Estates Manager
- TLET SEND Advisors

This was informed by:

- An academy accessibility audit
- Interviews with staff

## **2. 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.

This policy complies with our funding agreement and articles of association.

### 3. Ashlawn Accessibility Action Plan

#### *Improving access to the physical environment*

Objective: To ensure that the academy's physical environment is accessible to all pupils and fully meets their needs

Intention	Actions	Timescale	Responsibility	Performance measure which will be used to evaluate whether the intention has been achieved:
<p><b>External Areas</b> That external entrances and exits are easily accessible for all people including those with physical, visual and hearing difficulties</p> <p>Ensure that external areas are accessible for all people including those with physical, visual and hearing difficulties</p>	Consider provision of large lettering signage with no background clutter, on approach to school entrance and tactile/braille signage in reception	Sept 2024	Chris Meacham	New signage in place ensuring access to all
	Consider an environmental audit from the LA VI team/QTVI	July 2025	SENCO/Chris Meacham	Environmental audit to confirm current good practice and inform future actions
	Repaint high contrast paint strips to any kerbing/edging on path to reception and all entrances/exits to building	July 2024	Chris Meacham	Tripping hazards clearly highlighted and risk mitigated
	Move bench from external covered walkway outside student services to keep walkway free from obstructions	March 2024	Chris Meacham	Tripping/collision hazard removed and risk mitigated
		July 2024	Chris Meacham	

	<p>Apply high contrast paint stripes on benches in the social area. The contrast from shaded to bright light is an issue for pupils with a Visual difficulties</p> <p>Paint raised wooden edging to recessed footwells with high contrast strips</p> <p>Repaint Disabled Parking bays</p>	<p>July 2024</p> <p>June 2024</p>	<p>Chris Meacham</p> <p>Chris Meacham</p>	<p>Tripping/collision hazard highlighted and risk mitigated</p> <p>Tripping/collision hazards clearly highlighted and risk mitigated</p> <p>Vehicular access to all enabled</p>
<p><b>Internal Areas</b> That pupils are given equal opportunities to access specialist equipment for Music, Science and Technology</p>	<p>Evacuation Chairs to be installed and implemented through staff training and the amendment of the Fire/Emergency Evacuation Plan to include Evacuation chair responsibilities and procedures</p>	<p>By the end of Spring Term 2024</p>	<p>Alice Wright Paul Brockwell</p>	<p>Evac chairs are in place and relevant staff and pupils are trained in their use. Amended Fire/Emergency Evacuation Plan in place</p>
<p><b>Internal Areas</b> Consistent universal provision is identified and shared with new staff members</p>	<p>Dyslexia Friendly PowerPoint proformas developed and implemented across the academy</p> <p>Universal Strategies Booklet to be</p>	<p>Dyslexia Friendly PowerPoint proformas to be included in induction training</p> <p>Review to ensure up to date practice. July 2024</p>	<p>Hannah McHale SENCO</p> <p>Rosie Basnett-Barker</p>	<p>Dyslexia friendly PowerPoint proformas have been developed and implemented as evidence through learning walks, audit of presentations shared as learning resources and observations</p> <p>Universal Strategies booklet has been adopted by staff and</p>

	developed in consultation with Staff		Hannah McHale SENCO	evidenced in learning walks and book scrutiny
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Intention	Actions	Timescale	Responsibility	Performance measure which will be used to evaluate whether the intention has been achieved:
<p><b>Internal Areas - classrooms</b> Classroom size is appropriate for the number of pupils; all pupils with physical needs can access classroom environment</p>	<p>Paul Brockwell and Miranda Barker to collate information to inform admissions</p>	<p>By January 2025</p>	<p>Paul Brockwell Miranda Barker</p>	<p>Ashlawn is no longer receiving more pupils than can be safely taught on site</p>
<p><b>Internal Areas – signage</b> Signage make orientation around the academy building accessible</p> <p>Review internal Signage to ensure it is accessible to all, including those with visual difficulties</p>	<p>Signage around the site is renewed</p> <p>Check that directional signage is uncluttered and large, high contrast lettering is used. Consider tactile/braille signage</p>	<p>By September 2024</p> <p>By September 2024</p>	<p>Alice Wright Paul Brockwell</p> <p>Chris Meacham</p>	<p>Pupils are better able to find different areas of the academy</p> <p>Signage accessible to all</p>

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<p><b>Internal Areas – Staff specific areas</b> That all new staff will be able to access staff resources and areas</p>	<p>New staff workroom is accessible for all Ensure workstations are of sufficient height to accommodate wheelchair access</p> <p>Ensure door is easily operatable by all, including those who use a wheelchair</p>	<p>By September 2024</p> <p>By September 2024</p>	<p>Paul Brockwell Alice Wright</p> <p>Chris Meacham</p>	<p>Academy staff have identified breakout areas and resources that all can access</p> <p>Staff are able to access the area with ease</p>
<p><b>Internal areas</b> Academy is providing an environment which feels safe for all pupils.</p> <p>Consideration of sensory impairments</p>	<p>Light bulb casings to be replaced and blinds fixed on a rolling programme.</p> <p>Access to quieter areas to be identified around the academy.</p> <p>Acoustic survey</p>	<p>On a rolling programme</p> <p>By July 2021</p>	<p>Alice Wright and Paul Brockwell</p> <p>Miranda Barker and Dean Merrick to liaise with WCC</p>	<p>On review of accessibility audit; light bulb casings in place.</p> <p>Areas are identified with better acoustics and staff made aware. Consideration is made to provide quiet areas across the academy.</p>



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### 3. 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 AIM Board.

### 4. Links with other policies:

- Risk Assessment Policy
- Health and Safety Policy
- Equality Information and Objectives (public sector equality duty) Statement for Publication
- Special Educational Needs (SEN) Information Report
- Supporting Pupils with Medical Conditions Policy