



Ashgate Specialist Support Primary School
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POLICY STATEMENT:

21a: Accessibility Plan

Date policy written	April 2015
Reviewed Consultation and Ratified	April/May 2016
Review date	April 2019



Accessibility Plan

Introduction

Ashgate Specialist Support Primary School is a Local Authority (LA) maintained Specialist School for pupils aged 3-11 with a wide range of learning difficulties including profound and multiple difficulties, severe learning difficulties, sensory impairments, physical difficulties, Social, Emotional and Mental Health, Autism and communication difficulties. All pupils have a Statement of Special Educational Needs (SEN) or an Education and Health Care Plan (EHCP) with the exception of pupils who have joined us prior to the completion of assessment.

Ashgate School has a catchment area of South Manchester and the children come from a variety of socio and economic backgrounds. At present we cater for 94 children.

Objective

The Equality Act 2010, which replaced all existing equality legislation, states that a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on the individual's ability to carry out normal day-to-day activities.

The Accessibility Plan is a statutory document which must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Headteacher. The Governing Body is accountable for ensuring the implementation, review and reporting of the Accessibility Plan over a 3 year period. We understand that the Local Authority will monitor our activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

We believe that this Accessibility Plan is compliant with current legislation as specified in the Equality Act 2010. We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, emotional and cultural needs. We are committed to developing a culture of inclusion, support and awareness within our school. We are committed to working together to provide a learning environment where all children are provided with a stimulating and challenging learning experience with achievable yet high expectations of standards and progress for all.

Our aims are to:

- Ensure that all disabled pupils can participate in the curriculum and on and off-site activities;
- Improve the physical environment to enable disabled pupils to take better advantage of the education, facilities and services provided;
- Improve the availability of accessibility information to the parents and carers of disabled pupils to increase their opportunities for involvement in their children's' education;
- Maintain close links with outside agencies for children with on-going health needs;
- Ensure that the medical needs of pupils are met within the capability of the school;
- Provide adequate resources for implementing plans and regularly reviewing them.

Access to the Curriculum

The school curriculum is designed to follow the Early Years Foundation Stage / National Curriculum with adaptations to meet the unique and individual needs of each pupil. Each pupil is taught according to his or her age, ability and special educational needs. All pupils receive a broad and balanced curriculum. The Curriculum is divided into a Sensory Curriculum, a differentiated and personalised curriculum and National Curriculum as appropriate for the developmental stage and cognitive ability of children. The differentiated and personalised curriculum is divided into the following areas:

1. Cognition and numeracy, (including Computing);
2. Understanding of the World;
3. Creative and Expressive Arts;
4. Physical Activity;
5. Personal, Social and Health Education (PSHE) and Life Skills;
6. Communication and Literacy.

Individual Education Plans and teaching activities are supported by advice and input from Speech and Language Therapists, Visual Impairment Team teachers, Occupational Therapists and Physiotherapists when applicable. Children working at the earliest level of development learn by following a multi-sensory based curriculum. Some children experiencing Autistic Spectrum Disorders use elements of TEACCH to help them access the curriculum. Supporting children in developing their communication skills is at the core of all teaching; we use the ELKLAN approach, Signing, Picture Exchange Communication System (PECS) and electronic devices as appropriate. In addition, the children in school learn from their participation in educational visits and use of community facilities. Children with medical needs are supported by the school nurse.

Access to the School Environment

The building was refurbished in 2013 with good facilities for a variety of needs and the school is fully accessible, with no areas of school to which disabled pupils have limited access.

Fire alarm panels are set at wheelchair height. The school has accessible toilets with emergency pull cords that activate an alarm in the main Reception office. School has internal emergency signage and fire exits are clearly marked. Evacuation training and plans, including pool evacuation, are in place and we hold regular drills to practice assisting pupils to evacuate the building safely in case of emergency.

Ashgate School has a fully accessible hydrotherapy pool, specialist therapy room, soft play room and sensory room. The outdoor environment is currently being developed and upon completion will have a sensory garden.

Commitment

Ashgate School is committed to equal opportunities and accessibility for all. We will continue to be respectful of the varied needs of our children and their families, and of our community, and take steps to identify and remove barriers. We aim to maintain high standards and enhance provision so that we remain an inclusive school that provides accessible education.