

# Ashton Community Science College

## Accessibility Policy

### Version Control

Named Owner:	Mrs C Parker, SENDCo
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Overview of Amendments to this Version:	Added in unit for social communication difficulties as our second specialist provision. Change term SCAMPS to BOOST



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### 1. 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.

Ashton Community Science College aims to ensure that all students can access the school, curriculum and all other learning opportunities regardless of any disability or additional needs. We continually work to improve the physical environment of the school to provide better facilities and services. As a school we work to create a culture of awareness and inclusion within our setting. We are proud to have a special education resource facility on site for deaf individuals and we ensure deaf awareness is an ongoing part of our curriculum for all learners. We also have a new SEN unit for children with social communication difficulties which opened in September 2022.

We will continue to provide necessary equipment to pupils so they are able to access the curriculum based on the ongoing advice of specialist teachers, the local authority and health professionals.

We have focused on making sure the environment is suitable for disabled pupils and visitors through the use of ramp entrances to the buildings where needed, disabled parking spaces next to each building, loop systems in school at the main reception, the dining room and the main school hall, BSL signing staff and acoustically treated rooms.

The plan will be made available online on the school website, and paper copies are available upon request. Written information can be given in alternative formats where required.

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 Headteacher, along with the senior leadership team and governors resources committee will regularly review the financial implications of the school accessibility plan as part of the normal budget review process.

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.

## **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 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.

### 3. Action Plan

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

AIM	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	TIMESCALE	MET Y/N
Increase access to the school site for all those with a disability.	Carry out annual access audit of school buildings and grounds and add necessary actions to the action plan	Headteacher/Business Manager	Ongoing	Y
	Create individual access plans for disabled pupils with an EHC plan as needed	SENDCo	On entry to the school to then reviewed as part of the Annual Review process	Y
	To consider access needs during the recruitment process	Business Manager	Ongoing	Y
	Ensure there is a Personal Emergency Evacuation Plan (PEEP) in place for anyone with a disability	Business Manager	Annual review of PEEPs	Y
	Ensure that all visitors to site are aware of their responsibilities in the event of an evacuation	Business Manager	Ongoing	Y

AIM	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	TIMESCALE	MET Y/N
	Ensure classrooms are acoustically treated where possible for hearing impaired learners	Business Manager, Headteacher, Teacher of the Deaf	Ongoing, dependent on funding from LA	Partially. The new hall, specialist science, English and Maths classrooms have been acoustically treated.
To ensure the curriculum can be accessed by all learners.	Staff to have regular CPD on the needs of SEND pupils and how to make reasonable adjustments in the classroom	SENDCo	Yearly	Y
	Ensure all students with hearing impairments have the necessary equipment to access the curriculum and staff are supported in delivering the curriculum to them	Teacher of the Deaf	Ongoing	Y
	Ensure SEND learners with literacy difficulties have any necessary equipment such as coloured overlays, tinted exercise books and coloured backgrounds on whiteboards.	SENDCo	As and when needed	Y

AIM	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	TIMESCALE	MET Y/N
	Review out of school activities/trips to ensure that all learners can access them	Trip leaders/BOOST lead/EVC/School Business Manager	Ongoing	Y
	Access arrangements in place to meet individual needs when taking standardized tests	SENDCo	Ongoing	Y
Improve the delivery of information to pupils with a disability	Put information on website to explain that school office will be able to support parents in accessing information.	Senior leadership team	September 2021	Y
	Look at how information on there can be accessed by the visually impaired	ICT lead	January 2022	N
	Put all documents in the same format and ensure they are clear and easy to read	Senior leadership team	September 2021 and ongoing for new documents	Y

#### **4. 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 the Headteacher.

#### **5. 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
- Supporting pupils with medical conditions policy