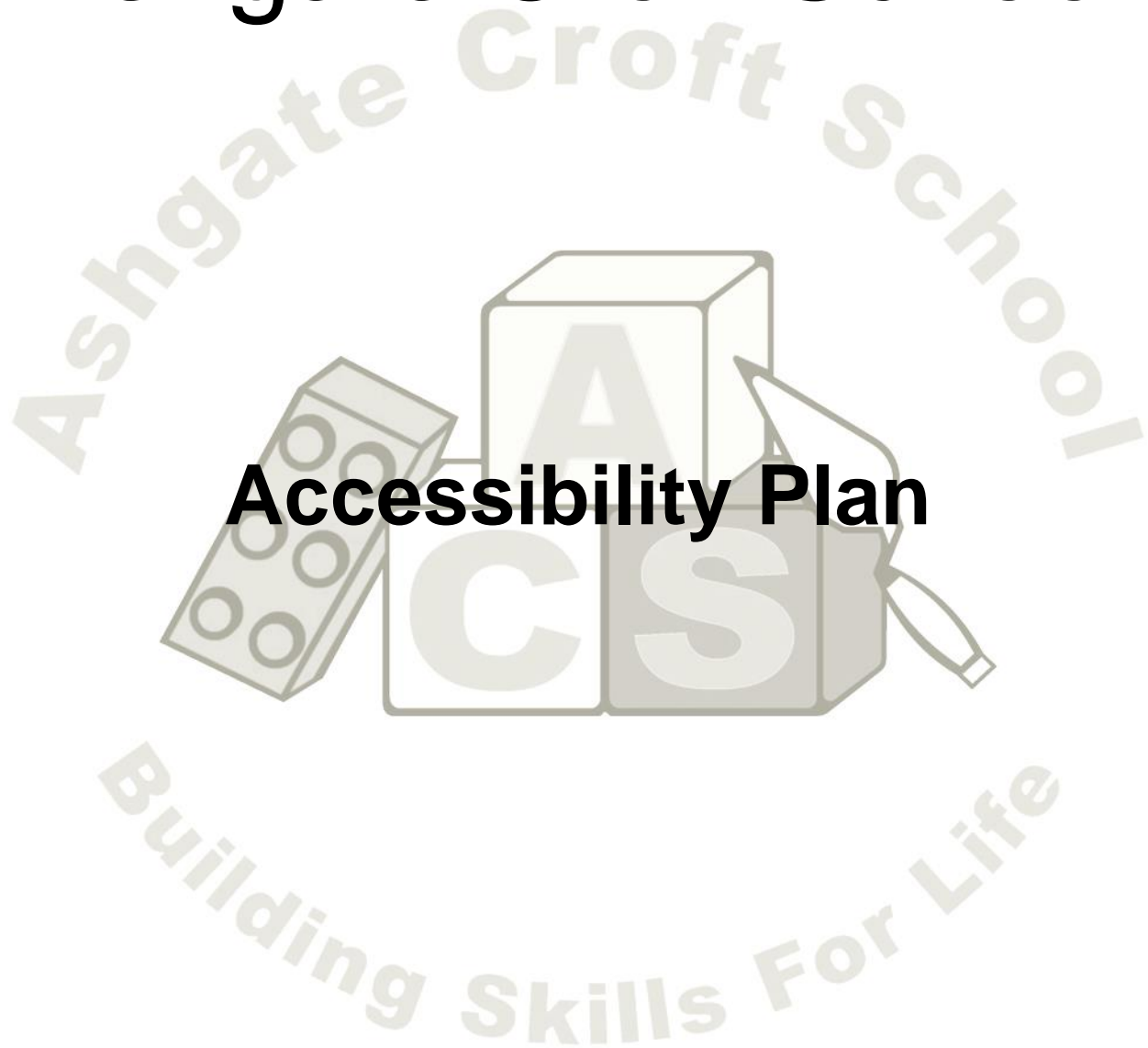


Ashgate Croft School



Accessibility Plan

Date: 28.04.2016

Approved at: Full Governors' meeting

Minute number: 33.1/16

Ashgate Croft School

Accessibility Plan

2016 - 2018

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- not to treat disabled pupils less favourably for a reason related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

The DfES definition of disability

Guidance from the DfES states that a person has a disability if he or she has a long term (i.e. lasting at least 12 months) physical or mental impairment that has a substantial and adverse affect on his or her ability to carry out normal day to day activities. Substantial, as defined by the DDA, is something that is more than minor or trivial.

The definition covers pupils with physical (including sensory), intellectual or mental impairments. The definition is broad and might include children with a learning disability, sensory impairment, severe dyslexia, diabetes, epilepsy, incontinent pupils, pupils with AIDS, severe disfigurements or progressive conditions like Muscular Dystrophy. It can also include diagnosed conditions such as ADHD or Tourette's syndrome. .

This Accessibility Plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- To increase the extent to which disabled pupils can participate in the school curriculum. This covers teaching and learning. It also includes the wider curriculum such as participation in after school clubs, leisure and cultural activities, extended school provision or school trips and visits.
- To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services. This would include physical aids and equipment to access education.
- To improve the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

Characteristics of the School

Ashgate Croft School is the largest of 10 special schools in Derbyshire, and provides education for pupils aged 4 – 19 years with a wide range of learning and physical disabilities. All pupils have a statement of Special Educational Needs (SEN). There is a total of 122 staff. The high ratio of staff to pupils has increased over a number of years reflecting the increasing number of pupils in school with increasingly complex needs.

Within school we have the following pupil range*:

- Severe Learning Difficulty (SLD)– 38%
- Autistic Spectrum Disorder (ASD)– 30%
- Profound & Multiple Learning Difficulties (PMLD)– 17%
- Moderate Learning Difficulties (MLD)– 9%
- Severe Emotional & Behavioural Difficulties (SEBD)– 6%
- Ethnicity – 95% white British
- Free School Meals (FSM) – 46%
- Pupil Premium – 42%
- Looked After Children (LAC)– 4 Pupils

*data taken as at March 2016

Aims of the Ashgate Croft School Accessibility Plan

- To ensure that all pupils are fully involved in school life by identifying barriers to participation and finding practical solutions.
- To increase the confidence of staff and support staff when teaching or aiding a wide range of disabled pupils. To develop sensitivity and expertise in approaching the specific needs of a broad range of pupils.
- To develop strong collaborative relationships with pupils and parents or carers and to increase the satisfaction of disabled pupils and their parents or carers with the provision made by the school.
- To regularly review and evaluate standards of attainment for disabled pupils. To monitor exclusions and look at recruitment and promotion procedures in light of disability legislation.
- To promote equality of opportunity and positive attitudes towards disabled persons. To encourage the availability of role models and positive images of disability.
- Ashgate Croft School has a strong commitment to equality and accessibility as laid out in the School Values, Vision and Aims, Equality Policy, Anti- Bullying Policy, Special Needs Policy, Behaviour Policy and Health and Safety Policy. As a school we aim to embed accessibility into everything we do: in school improvement, in curriculum

development, in maintaining and improving the physical environment, in professional development and in all planning processes.

- Ashgate Croft School aims to have a whole school approach to disability. It is the responsibility of every member of staff to remove barriers to learning for disabled pupils. Everybody needs to take the lead in respect of accessibility within their area of responsibility: access to the curriculum needs to be led by those with curriculum responsibility; access to pastoral life of the school led by those with pastoral responsibility and responsibility for overseeing the plan with the Senior Leadership Team reporting to the governing body.
- Ashgate Croft School is committed to continuing staff training to enable staff to be effective in the education of young people with disabilities and / or Special Educational Needs.
- The School is committed to prioritising sufficient resources to support the actions identified in this plan.

Aim: To increase the extent to which disabled pupils can participate in the school curriculum

Objective	Lead Person	How	When	Resources	Outcome/Success indicators
To ensure that all pupils have access to a meaningful sensory garden	Assistant Headteacher	After changes to the physical environment – teachers to include in planning	Summer 2017	None	All pupils have access to a relevant and appropriate curriculum

Aim: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

Priorities taken from School Improvement Site Development Plan

Objective	Lead Person	How	When	Resources	Outcome/Success indicators
To develop the sensory garden	Assistant Head	Discussions with staff Discussions with school council Price up work from external	Dec 2016	From fundraising	Functional sensory garden -accessible for all

		contractors			
To ensure that pupils have access to a functional outdoor learning environment which supports teaching and learning	N Amos	Early years Outdoor Learning Area constructed and resources added. After initial uses consultation with classes to ensure appropriate resources are provided	Spring 2017	Audit of the resources is required for further information	Outdoor Learning Area used daily by EYFS pupils. Pupils accessing OLA should have clear outcomes expected. Based on the Early Years Foundation stage. Other pupils within the Primary department will also be able access.
Commence the planning stage for the second phase of the quiet playground	J Elton/ SIP Working Group	Liaison with stakeholders	Autumn 2016	Fundraising to take place and bids submitted	The second phase of the project will be in use by pupils. Pupils will have access to an appropriate playground.
Renovation of toilet areas in the Cuttholme Hall	J Elton/ D Gilbert	Ensure that the facilities are improved for pupil use	Autumn 2016	SIP 2016-17 budget	All pupils will have access to appropriate toilet facilities which meet their learning needs.
Renovation of the Food Technology Room	J Elton/ D Gilbert	Ensure that the facilities are improved for pupil use	Spring 2017	SIP 2016-17 budget	All pupils will have access to suitable Food technology areas which meet their needs.

Aim: To improve the availability of accessible information to disabled pupils and their parent/carers

Objective	Lead Person	How	When	Resources	Outcome/Success indicators
Implementation of a new website to ensure that navigation and system is easier and manageable	J Elton/ R Lowe	Ensure that we have an improvement keeping in guidelines of Government/Ofsted	Autumn 2016	Time for Research ICT budget 2016-17	Website launched. Information is available to parent/carers in required formats Process in place for

		requirements			identifying how parent/carers would like to receive information
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Making it happen

Management, coordination and implementation

- The governing body will take responsibility for the school's Accessibility Plan and set a clear direction and report on it annually.
- The views of pupils and parents/carers will be sought at Annual Reviews
- Progress towards meeting objectives will be monitored as part of the school self evaluation process

Getting hold of the school's plan

The school's Accessibility Plan will be available on the Ashgate Croft School website, on shared documents on the school network and from the school office.

Publications for Guidance

Accessible Schools: Planning to increase access to schools for disabled pupils	Issued to all schools in June 2002 (DfES Publications)
Schools Disability Code of Practice SEN Code of Practice	Equality Human Rights DfES
DfES Guidance on Inclusive Schooling	DfES
National Curriculum 2000 Inclusion Statement	DfES
Including All Learners	RIBA Bookshops

Useful contact details:

Equality Advisory and Support Service (EASS)

Phone: 0808 800 0082
Text phone: 0808 800 0084
Website: www.equalityadvisoryservice.com
Post: FREEPOST EQUALITY ADVISORY SUPPORT SERVICE FPN4431

GOV.UK Publications

www.gov.uk

Ofsted Publications

<https://www.gov.uk/government/publications?departments%5B%5D=ofsted>

If you need expert information, advice and support on discrimination and human rights issues and the applicable law, especially if you need more help than advice agencies and other local organisations can provide, please contact the [Equality Advisory and Support Service \(EASS\)](#).

Monitoring

Ashgate Croft School 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
- Effects of pastoral strategies i.e. ABC Tracking Sheets
- Rewards
- Sanctions
- Exclusions
- Response to teaching styles/subject
- Setting/groups
- Effects of the Literacy & Numeracy Strategies
- Extra-curricular activities
- Homework
- Post 16 destinations
- Selection & recruitment of staff
- Governing body representation
- Parents attending consultation meetings
- Parents' involvement in the life of the school (representation on PSFA, attendance at parents' evenings, in the classroom, school productions, sports day, fetes etc)

Review date: Spring Term 4 2017