

Accessibility Plan



Governors' Committee Responsible:	Resources Committee
Nominated Lead Member of Staff:	School Business Manager
Status & Review Cycle:	Statutory Three Yearly
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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 students can participate in the curriculum.
- Improve the physical environment of the school to enable disabled students to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled students

Our school aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Please see Ash Manor Equality Policy for our equality and inclusion values.

The plan will be made available online 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.

We work closely with Surrey County Council for planning and adapting the school provision in line with current and future needs.

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

We have included a range of stakeholders in the development of this accessibility plan, including students, parents, staff, governors and external advisors from the Local Authority.

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled students. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Action Plan

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for students with a disability	<p>Our school offers a differentiated curriculum for all students.</p> <p>We use resources tailored to the needs of students who require support to access the curriculum. Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all students, including those with a disability.</p> <p>Targets are set effectively and are appropriate for students with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all students.</p> <p>Our school engages with activities and opportunities specifically designed for children with disabilities and opens the offer to involve all students.</p> <p>Students with disabilities contribute to the student voice.</p>	<p>Introduce further curriculum opportunities for children with disabilities ensuring that all offers meet the expected requirement for progression to post 16 choices.</p> <p>To quality assure the current extended offer for y9 for longevity and relevance</p>	<p>Exploring new courses available.</p> <p>To review yearly progress and attainment.</p>			<p>Further courses added to current offer. Students engaged and achieving GCSE standard work.</p>
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of students as required.</p> <p>To date we have added:</p> <ul style="list-style-type: none"> • Ramps • Elevators • Disabled parking bays 	<p>To adapt the environment as need changes.</p>	<p>Headteacher to work closely with SEND team evaluating need and</p>		<p>Ongoing</p>	<p>All students who join Ash Manor will enjoy access to all areas under</p>

	<ul style="list-style-type: none"> • Disabled toilets and changing facilities • Library shelves at wheelchair accessible height <p>To adapt the environment as need changes. The Headteacher works closely with the SEND team evaluating need and additional provision.</p> <p>All students who join us will enjoy access to all areas under reasonable adjustment criteria.</p> <p>Current students with changing need are also catered for under the same ethos.</p> <ul style="list-style-type: none"> • Benches and other outside furniture which is accessible to children with disabilities. • Electronic doors will be fitted in all new buildings. 		additional provision.			reasonable adjustment criteria. Current students with changing need are also catered for under the same ethos
Improve the delivery of information to students with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Large print resources • Technology including laptops, iPads, voice activated software, dyslexic overlays for screens and reading pens. • Access to readers and scribes as identified by need. 					

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 Principal

5. Links with other policies

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

- Health and safety policy
- Equality Policy
- Special Educational Needs and Disability (SEND) Parent Information Report
- Supporting students with medical conditions policy
- SEND Policy

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	Two maximum	All new building to have lift access to all floors		N/A
Corridor access	Wide corridors to accommodate wheelchairs and number of students in new areas.	All new buildings to have wide corridors.		N/A
Lifts	Lift in main building. Lift to be installed in newly builds.	All new buildings with upper floors to have lifts		
Parking bays	Two allocated disabled parking bays at front of school. One by school canteen	Further spaces to be added as necessary		N/A
Entrances	Electronic doors on main entrance.	New builds to have electronic doors		N/A
Ramps	School site fully accessible with ramp access where necessary.			N/A
Internal signage	All areas have clear directional signage. The signage is in large font for the visually impaired.	Enhancing signage with pictorial information.		
Emergency escape routes	All evacuation procedures are displayed in all buildings. Specific area for wheelchair users. Evacuation and fire plan is reviewed yearly.	Continue to review		