

Accessibility Policy

Ashmole Trust



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Ashmole Trust

Accessibility Plan

This Accessibility Plan is aimed at ensuring that disabled students can participate in the curriculum and all aspects of school life.

The Accessibility Plan will contain relevant actions to:

- Improved awareness of equality and Inclusion
- Improve access to the physical environment of the school. This covers improvements to the physical environment of the Academy and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as prepared for life as are able bodied pupils; This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment which may assist these pupils in accessing the curriculum.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the Academy and Academy events.

Definition

A child or young person is deemed to have a disability if they have a learning, physical, mental or emotional condition which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or where as a direct result of the condition he or she has a significantly greater difficulty in learning than the majority of others of the same age.

This definition includes young people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, diagnosed eating disorders are all included.

We aim to take the necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy life in our school community. At Ashmole Trust we aim to support those young people with a disability while building for independence. So, with the agreement of parents and medical professions and, where appropriate, the young person, support will be geared to developing independence for adult life. Provision and progress for young people with a recognised disability is overseen by the Assistant Head: Inclusion.

Access to the Building and Facilities

All rooms and buildings are accessible to all young people and specialist facilities are provided when need arises. We do not refuse admission due to a disability where reasonable adjustments in line with relevant legislation to meet the needs of individual young people can be made. We have lift access to all floors and buildings and an alternative means of returning students to the ground floors in the case of emergency, fire or lift failure. This is through the means of 'Evac' chairs and staff trained to use them.

The Medical Room is accessible for wheelchair use and where needed specialist equipment is and will be provided.

Each floor and building has accessible toilet facilities which are large enough for wheelchair access. Allocated parking facilities exist for parents of disabled students and access into the school from these allocated spaces is level.

All classrooms are accessible for wheelchair use and where needed specialist furniture, auxiliary aids and equipment are provided to make reasonable adjustments for the young person.

School Trips

We aim to allow all young people access to school trips. All young people will have access to school trips where reasonable adjustments can be made. Where specialist transportation is required this will be provided.

Staff accompanying school trips will be trained to meet the needs of the young person. A named member of staff will have specific responsibility for the young person on a trip. The Health Plan will be amended to meet the specific needs associated with the trip supported by a school nurse or a health care professional.

Where there is need modifications to the trip will be made to allow access for all young people. Where an activity cannot be made accessible a reasonable adjustment will be provided through an alternative activity.

Curriculum

All areas of the curriculum are available to all young people regardless of disability. Where an activity cannot be made accessible a reasonable adjustment will be provided through an alternative activity. For example table tennis may be used as an alternative to cross country running or use of a knitting machine as an alternative to elements of textiles lessons.

Where a young person's disability means they will be unable to write lap tops and I-pads are used. Large text, writing slopes and pencil grips and other specialist equipment will be provided where appropriate.

Modifications to timetables and the curriculum are made where this is a reasonable adjustment and still allows the young person access to a full curriculum.

Access arrangements for examinations will be applied for: these to include extra time, enlarged papers, readers, scribes and prompts. The testing for this application will be carried out where possible by the SENCO.

Transition

All needs are assessed prior to transition and regularly updated using advice of the SENCO and relevant medical professionals. Where necessary the young person will have a Health Plan which will be regularly amended to take into account changing needs. If training is needed to ensure appropriate support this will be arranged for a named member or members of staff before the date of transition. Where transition is midterm the training and Health Plan will be provided as soon as is possible while endeavouring to avoid delay to the young person starting at Ashmole Trust.

Support

Support offered to those with a recognised disability will involve a mixture of types of support to meet the needs of individual young people and their need to develop independence. This may include:

- Support from Teaching Assistants in class and at other times during the school day. (This will not take the form of one to one full time support in the vast majority of cases as this is not compatible with the need to develop independence but may include some in class support.)
- Support from the School Welfare Officer.
- Withdrawal groups where appropriate.
- Modification to timetable where appropriate.
- Reasonable adjustment to existing facilities.

- Reasonable adjustment to the provision of specialist equipment.
- Teaching staff trained and informed where necessary to allow them to meet the individual needs of students when planning and resourcing lessons. The training of teaching and non-teaching staff is provided by the SENCO and, where necessary, in conjunction with or medical or mental health care professionals.
- Progress and needs of individual students with specific disabilities monitored and where need identified extra support or provision provided.
- Emotional and social needs where identified supported through mentoring, school counsellor and referral to external provision.