



ACCESSIBILITY PLAN 2024 - 2026

At Ayscoughfee Hall School we are committed to ensuring equality of education and opportunity for all our pupils and staff and all those who are part of our school community or use our school facilities.

We will not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity.

The Equality Act 2010 made it unlawful for the responsible body of a school to discriminate against, harass or victimise a pupil or potential pupil:

- In relation to admissions,
- In the way it provides education for pupils,
- In the way it provides pupils access to any benefit, facility or service, or
- By excluding a pupil or subjecting them to any other detriment.

This includes those who are disabled. We aim to develop a culture of inclusion and diversity in which people feel free to disclose their disability and can participate fully in school life.

We aim to address the needs of all our children, parents, staff and the wider community. We will work with all outside agencies who can advise staff and support pupils within school.

The Equality Act includes duties under Schedule 10. These are mostly the same duties as previously existed under the DDA (Disability Discrimination Act 1995) and have been replicated in the Equality Act 2010.

Ayscoughfee Hall School will implement accessibility plans which are aimed at:

- Increasing the extent to which disabled pupils (including those with special educational needs) can participate in the curriculum. This includes 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 includes entry into the school.
- Improving the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school. This includes improvements to the physical environment of the school and physical aids to access education.
- Improving the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled. This will include planning approaches by which the school will make written
- information (e.g. handouts, timetables, textbooks and information about school events) more accessible to pupils with SEND. The delivery of such information should be within a reasonable time and in ways which are determined after taking into account the pupils' disabilities and any preferences expressed by them or their parents.

Welland Hall has not been conducive to ease of access for the disabled due to its age and design. Its grade II* listed status further complicates the alteration of the building forcing compromises on how we might deliver aspects of the curriculum depending on particular disabilities, e.g. current Year 3 and Year 6 classrooms,

would, if required, be used alternately to deliver the curriculum through KS2. Similarly access to the full range of ICT resources can be made available from each of these classrooms. Music could be taught in the hall. However, it should be noted, that, with the specialist rooms being located on the top floor for the main building it may be impossible to relocate all the resources. We shall, therefore, make a best fit, if so required, utilising such features as Zoom and use of iPads.

This plan sets out further proposals of the school to increase access to education or usage for all disabled pupils or persons in the three areas required.

The school will take into account the need of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises. We will try to ensure that disabled pupils can play as full a part as possible in school life and the reasonable adjustments duty will help support that.

It is a requirement that the school's Accessibility Plan is resourced, implemented, reviewed and revised as necessary. The following table shows areas for further development and how the school will address them.

Improving access to the physical environment

	Targets	Actions and Resources Required	Timescale	Responsibility	Evidence of Implementation
Short Term	<p>Identify particular needs of individual pupils and ensure staff are aware of these.</p> <p>Ensure adequate support is available for pupils with individual needs.</p>	<p>Class teachers to ensure all staff are aware of the individual needs of children.</p> <p>Classroom support distributed according to needs of individual children and adjusted as and when these change.</p> <p>Teaching spaces adjusted to accommodate individual needs as and when identified.</p> <p>SMT and class teachers to be responsible for ensuring that all staff are aware of the individual needs of children.</p>	<p>Dependent upon the need, classroom adult support will be adjusted immediately an individual need is identified. The exception to this will be if the school needs to advertise for additional support, e.g. in the case of an EHCP being awarded. In which case we will aim to provide temporary cover as is needed and advertise/recruit within a half term of the need being confirmed.</p> <p>If it is necessary to move a classroom to another area of the school, we will aim to do this within a working week. In the meantime, we will make arrangements for the child to be taught in an accessible area of the school.</p>	<p>Class Teachers, SENDCOs and SMT</p>	<p>Children with physical needs will be fully supported in school by adults with the relevant skills and training.</p> <p>All staff are aware of the individual needs of children. Evidence will be seen in staff meeting minutes and staff emails.</p>

			Teachers will ensure staff are aware of individual needs – this should be done via email immediately. It will be highlighted at the following weekly staff meeting. If the need is immediate and urgent, an extraordinary staff meeting will be called by the headteacher.		
Medium Term	Training for all staff in meeting the needs of disabled pupils and those with SEND.	Training courses sourced for staff working with children with particular needs.	Training courses to be identified as and when a need arises. E.g. a new child is admitted to the school with a particular need.	SMT and SENDCOs	All staff are confident in meeting the individual needs of children with a disability of SEND.
Long Term	Changes to the school environment will take account of the needs of children with individual needs currently in school or the possibility of children/staff with individual needs joining the school.	<p>Carpets with short pile will be selected to enable easier access for wheelchairs.</p> <p>Any changes to the positioning of classrooms will consider individual needs.</p> <p>Any future building works will ensure accessibility.</p> <p>As equipment is renewed (e.g. ICT equipment) the needs of children with</p>	<p>Long term programme of school development.</p> <p>The school has a short, medium and long-term programme of development, all of which will take targets into account.</p>	SMT/SENDCO	Any future changes to the school will document evidence of consideration for staff/pupils with disabilities/SEND.

		<p>disabilities/SEND will be taken into consideration.</p> <p>As and when furniture is renewed/replaced, the needs of children/staff with disabilities/SEND will be taken into consideration.</p>			
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Improving access to the curriculum

	Targets	Actions and Resources Required	Timescale	Responsibility	Evidence of Implementation
Short Term	<p>Identify particular needs of individual pupils and ensure staff are aware of these.</p> <p>Ensure adequate support is available for pupils with individual needs.</p> <p>Assessment materials will accurately identify the individual learning needs of children with disabilities/SEND</p> <p>The curriculum will be regularly audited to ensure it does not discriminate against pupils with SEND/disabilities.</p>	<p>Class teachers will be adequately trained to recognise and respond to the individual needs of children.</p> <p>When a child is identified as having an individual need, the SENDCO will take prompt action to work with parents and instigate any additional investigations required.</p> <p>Classroom support distributed according to needs of individual children and adjusted as and when</p>	<p>Dependent upon the need, classroom adult support will be adjusted immediately an individual need is identified. The exception to this will be if the school needs to advertise for additional support, e.g. in the case of an EHCP being awarded. In which case we will aim to provide temporary cover as is needed and advertise/recruit within a half term of the need being confirmed.</p> <p>Teachers will ensure staff are aware of individual needs – this should be done via email immediately. It will be highlighted at the following weekly staff meeting. If the need is immediate and urgent, an extraordinary staff meeting will be</p>	<p>SMT, Class Teachers, SENDCO, Curriculum Lead</p>	<p>Individual needs are identified and responded to in a timely manner.</p> <p>Pupils with a disability or SEND are able to fully access the curriculum and have the support needed to enable this.</p> <p>Next steps for pupils with SEND/disabilities are identified through a rigorous and accurate assessment process.</p>

		<p>these change.</p> <p>Explore the use of assistive technology where possible to make the curriculum and lessons more accessible for pupils with individual needs.</p>	<p>called by the headteacher.</p> <p>When a need is identified/suspected, class teachers will contact parents and arrange a meeting with the SENDCO. Timing of this will be dependent upon the need and will be reviewed on an individual basis.</p> <p>The accurate assessment of children with SEND or disabilities is a key priority for the School Development Plan for the academic year 2024-25</p>		
Medium Term	Staff will be confident in meeting the individual needs of pupils with SEND or disability	<p>Training courses will be sourced for staff working with children with particular needs.</p>	<p>Staff training on supporting pupils with dyslexia will be conducted in the academic year 2024-25.</p> <p>Inhouse training will be carried out on the use of Sensory Circuits and Lego Therapy</p> <p>Additional staff training will be put in place as and when the need arises.</p>	SMT/SENDCO	Staff are confident to support the individual needs of pupils.
Long Term	Maintain a budget for the purchase, update and renewal of resources to support children with SEND or disability.	<p>Regularly audit existing resources.</p> <p>Keep abreast of the development of new resources available.</p> <p>Consider the needs of</p>	<p>Annual budgets will take into account the need for updating or replacing resources to support children with SEND or disability.</p> <p>Subject leaders will be aware of individual needs and take these into</p>	Class teachers, subject leaders, SENCOs, SMT	The school budgets effectively to ensure it is able to meet the needs of present and prospective pupils with SEND or disability.

		<p>pupils with SEND or disability when purchasing resources in all curriculum areas.</p> <p>An audit and list of available resources in school to support children with SEND or disabilities will be drawn up.</p>	<p>account when purchasing subject specific resources.</p> <p>Class teacher will be aware of and take into account individual needs when purchasing classroom resources.</p> <p>The audited list of available resources will be added to as and when new resources are acquired.</p>		
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Improving access to information

	Targets	Actions and Resources Required	Timescale	Responsibility	Evidence of Implementation
Short Term	<p>Make provision for parents for whom English is an additional language and for those who have very limited English.</p> <p>Make reasonable adjustments to allow parents with disabilities to be able to attend school events, including parents' evenings.</p> <p>Consider how information given to children can be adapted for those with individual needs, for</p>	<p>School office to offer information in translated formats where possible.</p> <p>Allow parents to bring an interpreter to school meetings.</p> <p>Provide accessible spaces for parent evening appointments and meetings in school.</p> <p>Be aware of the needs of individual children and prep accordingly. Allocate additional support for prepping</p>	<p>Already in place, however a wider variety of languages now in school and must be aware of this.</p> <p>To be considered at the beginning of each school year and during the year in the case of a disability occurring.</p> <p>Teachers to be responsible for alerting SMT if they are finding the preparation workload too challenging.</p>	SMT, Class Teachers, SENDCO.	<p>Parents for whom English is an additional language, or who do not speak English, are able to access all information relevant to their child.</p> <p>Parent with a disability are able, wherever possible, to access their child's classroom. Where this is not possible reasonable adjustments are made to ensure they can attend school meetings etc.</p> <p>Teachers will have sufficient time to prepare adapted</p>

	example by the use of enlarged print, visual timetables and assistive technology etc.	materials if necessary.			resources to meet the individual needs of children.
Medium Term	Staff to be confident in using a range of presentation methods to ensure children with individual needs can access the curriculum,	Source training for staff to be able to present to groups of children and children with individual needs by various methods including use of video technology, orally, diagrammatically etc.	Training in the use of adaptive technology to be given during the academic year 2024-25.	SMT, class teachers, computing teacher, SENCOs	Staff will be able to draw on a range of presentation devices to best support the learning of pupils with individual needs.
Long Term	Continue to explore different ways of communication, including the use of ICT. Plan ahead each year to take account of any parent who may be disabled. Consider moving classrooms around to ensure they are able to access for the year.	School should provide training and opportunities for teachers to learn about new developments in communication technology. SMT should consider the class lists towards the end of each school year in readiness for the year ahead.	Identify a member of staff to take responsibility for keeping abreast of communication technology. Ensure sufficient time is available to allow them to do this. At the end of each academic year.	Class teachers, SMT, SENDCOs, responsible person.	The school will aim to, subject to budgets, use the best possible technology to support the learning of children with individual needs.

We will make every reasonable adjustment to ensure everyone can access all that our school has to offer.

This plan will be revised annually by the Senior Management Team and the Governors Building Sub-Committee.

This policy should be read in conjunction with:

- Equality, Diversity and Inclusion Policy
- Health and Safety Policy
- SEND and EAL Policy
- School Development Plan
- Staff Wellbeing, Mental Health and Stress Policy

This policy was approved by the Governing Body on 24th June 2024

Any reference to the word 'School' implicitly includes all its associated clubs/activities including Kids Club. This policy also applies to EYFS

PREPARED BY	AUTHORISED BY	LAST REVIEWED	REVIEW DATE	NO. OF PAGES
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