



Ash Lea School Accessibility Plan

Legislative Context

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

Ash Lea School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. They are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Increased access to the curriculum, physical access to the school, and access to information are particular to pupils with SEND, and this accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Under the remit of the Equality Act 2010, provision should be made for all pupils with disabilities and ensure that they are not discriminated against. The need for specialist support and educational provision should be clearly identified and used effectively, to the full benefit of the pupil’s development. Under SEND all schools have a duty to audit access to buildings and facilities and develop an Accessibility strategy and plan covering a 3 year period.

Through implementation of the Accessibility Plan schools should be aiming to:



- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the physical environment of the school increasing the extent to which disabled pupils can take advantage of the education and associated services provided by the school
- Improve the delivery to disabled pupils of information which is provided to pupils who are not disabled.

Pupils with SEND will be given access to the curriculum supported by the school's specialist SEND provision and in line with the wishes of their parents and the needs of the individual.

The school curriculum is regularly reviewed by the Head teacher / curriculum lead to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals.

Ash Lea School makes provision for pupils who need a teaching and learning environment that is different from mainstream schooling in order for them to progress towards a fulfilling lifestyle that is as independent as possible.

Ash Lea School consists of a one storey main building school with a 2 storey extension on a single site catering for the needs of pupils between the ages of 3 – 18 years. The school specialises in addressing the needs of pupils with severe and complex learning difficulties, including children with autism and complex challenging behaviours. Ash Lea school also specialises in the education of pupils with profound and multiple learning difficulties.

Ash Lea School is a source of support and encouragement for parents. The school encourages partnership in learning and the communication between pupil, parent and school is seen as paramount in the success of a child's achievements.

Ash Lea School encourages and supports on-going professional development for all staff engaged in the teaching and learning of the pupils who attend the school. Staff are given opportunities to develop their skills, knowledge and understanding of individual students and identified conditions in order to provide optimum opportunities for learning to take place.



Ash Lea School opened in April 1972. It has an ethos of evolving by adopting best practices in special education and by pioneering new approaches and methods. The work is never seen as completed. Ash Lea School over the years has striven to effect change in the curriculum, environment and organisation and constantly analyses the changes made in order to best meet the needs of the pupils it serves.

Ash Lea Vision Statement

Working together to be the best that we can be

School Code

Do the best that I can all of the time
Listen carefully to what others have to say
Help each other whenever you can
Always be polite and friendly

Ash Lea Values

We value and respect others

By treating our pupils, school community and each other with respect and consideration, we become a truly inclusive organisation.

Positive Behaviour	We show this when we...
Treat people as individuals	consider others' points of view and value everyone's contribution.
Polite and approachable	are courteous, positive and helpful.



Attentive	actively listen to what people say (however they communicate) and respond in a way that shows we are listening.
Trustworthy and reliable	do what we say we are going to do.
Pupil focused	go the extra mile to meet the pupils' needs.

We are professional in all that we do

We act professionally by being the best that we can be, behaving with integrity and taking personal responsibility for our behaviour and decisions

Positive Behaviour	We show this when we...
High standards	always strive to do our personal best.
Be a role model for others	consider how we behave; be measured and consistent in our responses.
Take responsibility	accept responsibility for our actions and for the school as a whole.
Protect the good reputation of the school	uphold our values and reflect these in our conduct at all times.
Act appropriately	treat others with respect and consideration whatever the situation.
Communicate effectively	adapt our level and means of communication for the audience.
Show integrity	are open and honest in our motives and conduct.
Respect for the school environment	take care of the school's resources and environment, ensuring that it is a safe place to work and learn.



We are one team working together

We act as a team when we respect and value each other and work together to provide the best possible education for our pupils

Positive Behaviour	We show this when we...
Share a common goal	work as a team to provide a safe and excellent learning environment for Ash Lea pupils.
Value everyone whatever their role	respect colleagues and the contribution they make.
Support colleagues	help others when we can, take a genuine interest in supporting others to achieve their objectives.
Work collaboratively	have a positive attitude to working with others, we listen and offer constructive advice.
Think about what we say and how we say it	communicate with each other in a constructive and polite way, carefully considering what is appropriate to discuss and who will hear it.

We are open to change

By understanding the need to develop, we open ourselves up to new ideas and ways of working, ready to meet the challenges we face.

Positive Behaviour	We show this when we...
Open to change	are open-minded about new ideas and suggestions.
Contribute to change	Accept constructive criticism and take responsibility for improving the way we do things and challenge things if they can be done better.
Encourage ideas	help others to develop their ideas in a positive way
Supportive of change	recognise that change is an investment in our future



Reviewed: July 2018
 Reviewed: July 2020

**Ash Lea School Accessibility Plan
 2018 – 2020**

To increase the extent to which all pupils participate in the outdoor environment on the school site and off

Target	Strategies to meet target	Success criteria
To ensure all pupils have access to the main grassed area in school	To draw up plans to build accessible pathways on grassed area To build a path to top of Telly Tubby Hill To test the environment with different groups of pupils	Grassed areas are accessed by all groups Path to top of the hill is suitable for pupils with reduced mobility or in wheelchairs and for adults to push wheelchair
To ensure all pupils have access to off-site activities	To conduct a survey to find barriers to access to off-site trips for some pupils To conduct an audit of provision 2018-2019	Barriers are identified and action plans/risk assessments are in place to reduce barriers All pupils have access to at least one off-site activity

To ensure all pupils have a voice

Target	Strategies to meet target	Success criteria
To capture all pupils voice	Revise the current format of the pupil	A suitable format for capturing pupils' views as part of the



<p>through the EHC review process</p> <p>To ensure all pupils have a communication pathway which is clear within their IEP targets</p> <p>To continue to develop the Pupils forum</p>	<p>review sheet</p> <p>Develop a new transition plan for yr. 9 pupils and above</p> <p>Audit of current communication needs of all pupils</p> <p>Audit / analysis of IEP linked to communication</p> <p>To evaluate previous Pupil forums to establish strengths and developments</p> <p>To develop a programme to develop advocacy skills for more able pupils</p> <p>To investigate what other schools do</p> <p>To write a policy / guidance on running a pupil forum</p>	<p>EHCP review is in place for all pupils.</p> <p>A transition plan is in place and is being used with all pupils in Year 9 and above</p> <p>With SaLT support, staff have identified communication needs and pathways for all pupils</p> <p>There is an agreed policy and format in place for a pupil forum to share pupil views on whole school priorities and their own learning</p>
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To improve the quality of reading provision

Target	Strategies to meet target	Success criteria
<p>To develop an area in school where reading and reading activities can be delivered in a calm and purposeful way</p>	<p>To locate an area in school and draw up a visual plan of area</p> <p>To form a small working group</p> <p>Cost out the resources</p> <p>Ensure the space is totally accessible</p>	<p>Reading/library area is identified.</p> <p>Area is set up and accessed by individuals and groups from across the school</p> <p>Data in reading shows that targeted pupils are making good progress</p>



	by bring pupils in to the space throughout development	
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To increase independent access across school

Target	Strategies to meet target	Success criteria
To enable pupils with limited mobility to move around school with minimum support by increasing the number of automatic doors in schools	To identify which doors would increase independence and then prioritise replacement Reduce clutter / obstacles in corridors Staff to model ways to access different areas e.g. pressing button to open double doors Staff to shadow pupils and support them to problem solve	Identified doors have been replaced Main school building is accessible e.g. corridors clear Identified pupils have skills and knowledge to move to different areas around school with reduced support
Pupils are clear of the function of different rooms and areas around the school	To put signs / symbols / sound buttons on keys doors / areas across school.	Pupils can independently find rooms and areas around the school