



ASHLAWN SCHOOL
'A High Performing Specialist Academy'

**EQUALITY AND
 ACCESSIBILITY AUDIT AND
 ACCESS PLAN**

Policy & Procedure Number		AP015				
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Acknowledged & signed by	Headteacher					
Acknowledged & signed by	Chair of Governors					
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This policy is to be read in conjunction with the Safeguarding Policy

Introduction

The Equality Act 2010 states that all schools require an accessibility audit and access plan in order that school premises and learning environments are assessed regularly to enable all provisions for disabled access to be put in place. This audit and plan replaces the school's previous Disability Policy.

Ashlawn's purpose is to cause the students and adults of its community to develop into people who are confident, reliable, caring and successful, with the self-esteem to participate actively and responsibly in all aspects of life and for whom learning will be a constant component of their life-style. Ashlawn is therefore equally ambitious for its disabled students and staff.

The audit and resulting action plan cover students, staff, parents and all users of the school.

Students:

Ashlawn's core values are built around providing an environment in which all students of all abilities and cultures succeed and thrive. Ashlawn is proud of the rich diversity of its community and Ashlawn's response to the varying needs of its disabled students is a vital part of personalising learning for all.

The Governing Body has three key duties towards disabled students,

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

The proposals of the Governing Body of the school to increase access to education for disabled students cover three key areas:

- Increasing the extent to which disabled students can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled students can take advantage of education and associated services;
- Improving the delivery to disabled students of information which is provided in writing for students who are not disabled.

School trips are planned on the basis that all students are included. IDS and the Local Authority Educational Visits' Co-ordinator are consulted as appropriate.

In addition, we seek to utilise new technologies to improve e-learning and develop a virtual learning environment. "Personalising learning" is a key priority within the current School Improvement Plan (SIP).

Ashlawn School is aware that some students with disabilities may also have Special Educational Needs (SEN) and may have a Education, Health and Care (EHC) Plan which brings together health and social care needs, as well as their special educational provision. For students with SEND, this guidance should be read in conjunction with the SEND Code of Practice 2015 and the school's Special Educational Needs and Disabilities Policy.

Employees:

It is important to remember that the Equality Act 2010 applies to all those working at Ashlawn in whatever capacity and includes those who are working under a contract.

Becoming a disability friendly place to work and having a diverse workforce is likely to be associated with improved retention, more reliable information and can bring wider benefits to the school.

The school adopts the Local Authority policy of guaranteeing an interview to job applicants with a disability, who meet the essential criteria.

The school Accessibility Plan has, to date, enabled the school and LA to complete the following adaptations to learning provision and to the site:

- Introduction of a Co-ordination Project for students with motor, physical and communication difficulties
- Increased use of ICT across the curriculum to improve learning and progress of students with physical needs
- Increased use of ICT for assessments and examinations to increase levels of independence for students with physical needs
- Purchase of a disabled access minibus to enable students with physical needs to join school visits and participate in off-site activities
- Introduction of a sign language group to enable those students with hearing impairments to feel more included and supported by their peers
- Provision of adjustable tables for all subject areas to access for students with physical needs
- Provision of specialist equipment in DT, Maths and Science for specific student needs
- Installation of eight toilets for disabled access around the site – two furnished with lifting and shower equipment for specific student needs.
- All disabled toilet sinks have been equipped with ‘paddle’ taps for ease of use.
- Installation of automatic doors to reception, dining room, EAC entrance and sports hall entrances
- Installing carpeting and acoustic ceiling tiles into some classrooms.
- Installing push button door controls to some doors at wheelchair height
- Widening the accessible parking space in the main car park and including two more to EAC car park.
- Installing lifts to access classrooms on the first floor in three buildings
- Installing a stair-master facility to further access some classrooms on the first floor in the West Site
- Installing ramps to all ground floor entrances where there is a change in height

The Equality and Accessibility Audit and Action Plan detail further planned improvements.

This Audit and Action Plan will be reviewed annually by the Access and Inclusion sub-group (SENDCo, Site Manager, Health and Safety Officer). A report updating the Governing Body will be presented annually. The update will include specific evidence of impact over the preceding twelve month period alongside plans for further improvements.

The Equality and Accessibility Audit and Action Plan is available in the following ways:

- Via the link on the school website
- On request from the School Office
- On request via email

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. The resulting action plan is attached and identifies how the school will address the priorities identified in the plan.

Appendix 1: Equality and Accessibility Audit and Access Plan

Ashlawn School Academy Trust

Date: 2018-19

Outcome	Tasks	Timescale	Resources	Responsibility	Monitoring
<p>Access to Curriculum</p> <p>Ensure ICT provision is available for students with disabilities</p>	<ul style="list-style-type: none"> ▪ All students requiring a scribe to be assessed on ‘Alphasmart’ keyboards ▪ Alphasmart keyboards/chromebooks to be made available for student use in lessons and for assessments ▪ All ICT rooms to have access to specialist equipment such as anti-glare screen overlays, mouse magnifiers for students to use as required ▪ Teach students and staff how to manipulate ICT to meet individual needs 	<p>Autumn Term 2019</p> <p>December 2014</p>	<p>LDD/ICT Depts.</p> <p>ICT</p> <p>ICT teachers</p>	<p>ITH/JEV/MBR</p>	<p>Leadership Team</p> <p>LDD</p> <p>ICT</p>
<p>Access to Curriculum</p> <p>Create effective learning environments for all</p>	<ul style="list-style-type: none"> ▪ Ensure all classrooms and resources are organised in accordance with student need. ▪ Install blinds in all classrooms to reduce dazzle on PC screens and whiteboards. ▪ Ongoing programme of staff training in disability awareness to reflect diverse needs of students within the school and anticipatory duties. ▪ Ongoing review of PE Curriculum, seeking and following advice from IDS and Physiotherapist. ▪ External specialists to provide guidance on appropriate resources and strategies for delivering an inclusive PE curriculum – termly visits to review progress 	<p>Ongoing review</p> <p>Ongoing review</p>	<p>All Depts</p> <p>Site Team</p> <p>LDD and external specialists</p> <p>STS and physio</p>	<p>HODs/RAN/MBR</p> <p>RAN</p> <p>MBR and LDD Team</p> <p>Head of PE and PE teachers</p>	<p>All HODs Leadership Team</p> <p>RIN/MBR</p>

<p>Access to wider curriculum</p> <p>Ensure access to and increase participation in wider school activities</p>	<ul style="list-style-type: none"> ▪ Produce timetable of all extra-curricular activities and make accessible – newsletter, display in classrooms and post on website. ▪ Ensure school activities and learning tasks are accessible to all students. ▪ All residential trips to be considered in relation to accessibility and inclusivity for all staff and students. 	<p>September 2018</p> <p>Ongoing</p> <p>Ongoing</p>	<p>All Depts.</p> <p>All staff</p> <p>Trip Leads</p>	<p>HODs/HOYs</p> <p>HODs/HOYs</p> <p>MBR</p>	<p>Leadership team and HOKS</p> <p>All</p>
<p>Premises/H&S</p> <p>Increase site access to meet diverse needs of pupils, staff, parents and community users.</p>	<ul style="list-style-type: none"> ▪ Review personal evacuation plans annually and sooner if student needs change. ▪ Improve signage of evacuation procedures, internet safety, fire drill etc ▪ Install further electronic doors to West Site entrance by IT3 	<p>Autumn 2018</p>	<p>CTU/Stallard Kane.</p> <p>RAN/CTU/RWH</p> <p>RAN/WCC PDT</p>	<p>CCA/RAN</p> <p>CCA/RAN</p> <p>MBR/RAN</p>	<p>MBR</p> <p>MBR</p> <p>MBR</p>
<p>Premises</p> <p>Improve access to library</p>	<ul style="list-style-type: none"> ▪ Automate doors or install one larger door – obtain quote 	<p>Autumn 2018</p>	<p>RAN/WCC PDT</p>	<p>RAN/MBR</p>	<p>MBR/RAN</p>
<p>Premises</p> <p>Improve access to ICT East Site 1st floor teaching rooms</p>	<ul style="list-style-type: none"> ▪ Investigate possible access improvements including automated exterior doors to ground floor ▪ Consider installation of lift to enable access to upstairs ICT rooms 	<p>Summer 2019</p>	<p>RAN/WCC PDT</p>	<p>RAN</p>	<p>MBR</p>
<p>Premises</p> <p>Ensure access to West Site 1st floor by lift is known to visitors</p>	<ul style="list-style-type: none"> ▪ Raise awareness through improved signage (lift and key) ▪ Include in appropriate school literature 	<p>Autumn 2018</p>	<p>RAN/CTU RWH/CCA</p>	<p>RAN/CCA</p>	<p>MBR</p>
<p>Community</p> <p>Improve access to school site for parents/guardians with disability</p>	<ul style="list-style-type: none"> ▪ Identify areas through Access audit, cost and report 	<p>Summer 2019</p>	<p>RAN/WCC PDT</p>	<p>RAN</p>	<p>RAN</p>

<p>Premises Improve access to Head teacher/Staff corridor</p>	<ul style="list-style-type: none"> ▪ Identify solution through Access audit, cost and report 	<p>Summer 2019</p>	<p>RAN/WCC PDT</p>	<p>RAN</p>	<p>RAN</p>
<p>Premises Improve access to all T&L Departments.</p>	<ul style="list-style-type: none"> ▪ Identify areas/entrances/solutions through Access audit, cost and report 	<p>Summer 2019</p>	<p>RAN/WCC PDT</p>	<p>RAN</p>	<p>RAN</p>
<p>Premises Identify all PD assistance equipment/facilities/future or past works.</p>	<ul style="list-style-type: none"> ▪ Update School map to identify and provide accurate information to further facilitate movement and understanding. 	<p>Summer 2019</p>	<p>RAN/RWH</p>	<p>RAN</p>	<p>RAN</p>
<p>Whole School Provide information avenues to ASAT's Equality and Accessibility Audit and Action Plan.</p>	<ul style="list-style-type: none"> ▪ Via the link on the school website ▪ On request from the School Office ▪ On request via email 	<p>Ongoing</p>	<p>RWH/CWE</p>	<p>RAN</p>	<p>CCA</p>