



**School Accessibility Plan September 2016-19**  
Updated September 2016

## 1. Schools' Planning Duty

1.1. Schools need to carry out accessibility planning for pupils with a disability. These are the same duties as previously existed under the Disability Discrimination Act (DDA) and which have been replicated in the **Equality Act 2010**:

- To promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- To prepare and publish a **Disability Equality Scheme** to show how they will meet these duties.

1.2. According to the Act a "disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities". The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

1.3. This **Accessibility Plan** forms part of the school's Disability Equality Scheme and is a statutory duty. It sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

1.4. In accordance with the Act the plan focuses on three 'key areas':

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

1.5. It is a requirement that the school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given timeframe. A success criteria has been set so progress and outcomes can be measured.

1.6. The plan is to be reviewed and updated at least every three years.

## 2. Schools Aims

2.1. At Ashcroft High School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school aims:

Our students will:

- Value learning and personal growth
- Show respect for themselves
- Treat others with respect
- Benefit from high quality teaching and support
- Develop independence and self-reliance
- Have the ability to work positively with others, from a wide range of backgrounds
- Be able to make moral choices based on a sense of right and wrong
- Expect to achieve through hard work and application
- Develop the ability to take on responsibility and lead others
- Benefit from the opportunities within school and across Luton

As staff, we will:

- Value learning and personal growth
- Value each other in a fair and equal manner
- Model the respect, high standards and endeavour that we wish to see in our students
- Provide students with high quality teaching and support
- Consistently demand the highest standards from students and from ourselves
- Refuse to allow students to fail



## School Accessibility Plan September 2016-19

Updated September 2016

- Model the values and morals that guide our work
- Work in collaboration with colleagues across Luton to widen the learning opportunities for all Luton students

We acknowledge the importance of students and their families to be involved in the decision making in order to secure effective provision.

2.2. In drawing up this **Accessibility Plan** the school set the following priorities:

- To provide safe access throughout the school for all school users
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

2.3. In addition parents of children and young people with a disability were consulted to ensure all needs and areas of concern had been picked up.

2.4. As stated above, Ashcroft High School is committed to equal opportunities and inclusion. This Accessibility Plan is not a standalone document but should be considered alongside the following school policy documents:

Special Educational Needs

Equal Opportunities

Ashcroft High School Special Educational Needs & Disabilities (SEND) Local Offer

Ashcroft High School Safeguarding policy and arrangements

Health & Safety policy

Staff related policies, e.g. risk assessments, Return to Work

This plan itself will also be used to advise and inform other school planning documents and policies.

2.5. It will be the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

### 3. Current Good Practice which supports this duty

3.1. The school's commitment to inclusivity has already been recognised by Ofsted who stated in the school's last inspection that:

*"Disabled students and those who have special educational needs make good progress overall, and many make outstanding progress as a result of carefully managed support, particularly in literacy. The leader responsible for these students reviews their progress very frequently and ensures students have tasks that are well planned to match their needs in lessons".*

*"The way disabled students and those who have special educational needs are catered for is excellent. Students receive support from well-trained and well-qualified specialist staff that is carefully matched to their needs and they make very good progress as a result". Ofsted 2013*

### 3.2. Current Activities: Increasing the extent to which disabled pupils can participate in the school curriculum

3.2.1. Ashcroft High School has close working relationships with its feeder primary schools with thorough transition arrangements in the summer term before starting at school. This may include multi-agency meetings with parents and all professionals involved in supporting the child.

3.2.2. The school SEN/D policy ensures that staff identify, assess and arrange suitable provision for pupils with special educational needs and / or disability. Working with the Luton Borough Council SEN/D team, outreach services, health professionals and Educational Psychology Service, the SENCo manages the Statutory Assessment process, ensuring additional resources, including staffing, are allocated where appropriate through additional top-up funding.

3.2.3. The school's pastoral team also provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning.

3.2.4. The school works closely with specialist services including:

- Advisory Teacher for Hearing Impaired
- Advisory Teacher for Visual Impairment
- Luton Borough Council's Social Communication Difficulties Team (ASD)
- Occupational Therapists
- Physiotherapists
- Speech and Language Therapists
- Lady Zia Wherner School Outreach
- Educational Psychology Service
- SEN Team Advisory Teacher
- CAMHS
- GPs and paediatricians
- School Nurse Team
- Other advisory services and charities

3.2.5. The school's governors, teachers, teaching assistants have a wide range of qualifications, training and experience of working with children with a varied range of needs including:

- Hearing impairment
- Physical disability
- Visual impairment
- Specific medical conditions including asthma, ADHD, diabetes, epilepsy
- Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
- Autism
- Speech, language and communication needs (SLCN)
- Emotional difficulties including attachment disorder or bereavement
- Developmental disorders, e.g. fetal alcohol syndrome
- Profound and multiple difficulties including specific genetic disorders, e.g. Down's Syndrome
- Specialised feeding e.g. gastric feeding
- Physiotherapy

3.2.6. Facilities and support currently on offer at the school include:

- Designated areas and support for 1:1 or small-group work Heart spaces
- Pastoral Manager to access Early Help and other agencies, e.g. Young Carers
- SENCO
- CHUMS programme for support following bereavement, grief or loss
- Advice, assessment and support from Speech and Language Therapist
- Educational Psychologist
- Access to Icknield High School Hearing Impaired Team
- Access to Putteridge High School Visual Impairment Team
- Access to Lady Zia Wherner Physical Disabilities PE Outreach Team
- Range of literacy and maths interventions
- Specific Learning Difficulties (SpLD) interventions, e.g. Lexia, Toe by Toe



## **School Accessibility Plan September 2016-19**

Updated September 2016

- Access to ALL extra-curricular activities and clubs, art enrichment groups, school visits, residential and peripatetic instrumental tuition and appropriate risk assessment
- Advice and support from School Nurse Team
- Medical Room and Paediatric First Aiders
- Use of diagnostic assessments, e.g. British Vocabulary Picture Scale (receptive language), Dyslexia Portfolio, York Assessment of Reading Comprehension (Reading and comprehension), Diagnostic Reading Assessment (reading and comprehension Sandwell (maths), Phonological Assessment Battery (PhAB)
- Transition arrangements, planning and support

3.2.7. The school celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to show disability and diversity positively.

### **3.3. Current Actions: improving access to the physical environment of the school**

3.3.1. This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

3.3.2. There are very few parts of the school to which disabled pupils have limited or no access following the building schools for the future (BSF) project completed 2014. The inaccessible building is due to the construction and initial design. This barrier is overcome by effective timetabling which enables students to access those subjects in alternative classrooms e.g. maths is located throughout the school in accessible areas.

3.3.3. In addition the environment is continually enhanced through the school's building maintenance and redecoration programme.

### **3.4. Current Actions: Improving the delivery of information to persons with a disability**

3.4.1. School staff are aware of the services available for converting written information into alternative formats.

## **4. Review and Implementation**

4.1. The **Accessibility Plan** is reviewed annually by the Local Governing Body. In addition, it will be reviewed three yearly by the SENCO following consultation with the larger school community, parents and School Council.

4.2. The review will look at each action and assess whether the success criteria has been met. Any actions that are incomplete or require further attention are carried forward to the next action plan.

4.3. To allow the school to track progress and demonstrate how it is actively fulfilling its duty a copy of the school's plan for 2012-2015 is attached alongside the school's current plan in Appendix 1.

4.4. Information on how to view this plan is included in the Disability Equality Scheme, in the school prospectus and on the school's website



**School Accessibility Plan September 2016-19**  
Updated September 2016

**Appendix 1: Aims and objectives**

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

| <b>Aim</b>   | <b>Current good practice</b><br><i>Include established practice and practice under development</i>  | <b>Objectives</b><br><i>State short, medium and long-term objectives</i>   | <b>Actions to be taken</b>   | <b>Person responsible</b>                         | <b>Date to complete actions by</b> | <b>Success criteria</b>   |
|--|---|--|--|---|------------------------------------|---|
| Increase access to the curriculum for pupils with a disability | Individualized resources for each students needs e.g. adjustable tables, pens, books.   | <b>Short Term</b><br>To ensure all students needs and resources required have been identified  | To identify those who require additional resources and make a resource list of what they need                      | Class teachers, SENCO                             | April 2017                         | Students meet target grades<br>Students meet their Progress 8 measure                         |
|  |   | <b>Medium Term</b><br>For resources to be available for relevant students  | To ensure a bank of appropriate resources for the diverse needs of the school                                      | Champions SENCO                                   | July 2018                          | Students meet target grades<br>Students meet their Progress 8 measure                         |
|  |   | <b>Long Term</b><br>To have a range of innovative resources to support students accessibility e.g. i-pads  | To develop a range of innovative tools to support students to access the curriculum                                | Champions SENCO                                   | July 2019                          | Students meet target grades<br>Students meet their Progress 8 measure                         |
| Improve and maintain access to the physical environment        | BSF funding has ensured that most of the school is fully accessible.<br><br>Ensure adaptable resources are available when students require them | <b>Short Term</b><br>Ensure lift to Rowling is repaired swiftly to enable access to classrooms   | Manufacturer has ordered parts   | JE MITIE  | October 2016                       | Attendance to class is 100%<br>Students achieve target grades                                 |
|  |   | <b>Medium Term</b><br>To ensure that all classrooms have adjustable tables so that students can use all rooms  | To identify and order appropriate tables for all classrooms so that students can have access.                      | JE MITIE<br>SENCO                                 | September 2019                     | Students meet target grades<br>Students meet their Progress 8 measure<br>No more room changes |
|  |   | <b>Long Term</b>   |  |   |                                    |   |
| Improve the delivery of written information to pupils          | A range of resources for differentiation e.g. coloured books and laptops<br><br>Looking to extend range into i-pads, reading pens               | <b>Short Term</b><br>Identify different tools that can be used for students to access written information  | Identify a range of tools that can support the students above what is in place                                     | SENCO with whole school staff support             | August 2017                        | Students meet target grades<br>Students meet their Progress 8 measure                         |
|  |   | <b>Medium Term</b><br>Identify and select a range of tools to trial that will improve access to written information gather feedback on effectiveness | Select three tools that can be trialed to support the students above what is in place                              | SENCO with whole school staff support<br>Students | August 2019                        | Students meet target grades<br>Students meet their Progress 8 measure                         |
|  |   | <b>Long Term</b><br>Increase range of tools for students to access to improve the delivery of written information                                    | Ensure the additional tools are available to support the students to engage in the delivery of written information | SENCO with whole school staff support             | August 2019                        | Students meet target grades<br>Students meet their Progress 8 measure                         |



**School Accessibility Plan September 2016-19**  
Updated September 2016

**Appendix 2: Access audit**

| Feature<br><i>For example:</i>         | Description   | Actions to be taken   | Person responsible                             | Date to complete actions by              |
|--|---|---|--|--|
| Number of storeys – Faraday/Holmes     | Three levels with direct lift access to all floors with an additional lift for the Holmes section on the top floor                              | Maintenance of Lift on regular basis  | MITIE  | ongoing                                  |
| Number of storeys – Rowling/Shackleton | Two levels with direct lift access and ramp to the Rowling top floor. Lift currently out of action due to component fault.                      | <ul style="list-style-type: none"> <li>• Manufacturer has been contacted</li> <li>• Student receiving lessons on ground floor.</li> <li>• Maintenance of Lift on regular basis</li> </ul>                         | JE<br>Relevant HOF<br>MITIE                    | ongoing                                  |
| Number of storeys Shackleton Building  | Ground floor accessible but due to the age and nature of the building the top floor is inaccessible.  | Any student with mobility needs are timetabled into accessible classrooms across the school.  | Alex Saxty,<br>HOF, SENCO                      |  |
| Corridor access                        | Ramped and level access throughout the corridors. Wide enough for wheelchair and pupils to walk in opposite direction. Space for chairs to turn | Ensure path is clear and free from obstructions, hazards recorded appropriately   | All staff, MITIE                               | ongoing                                  |
| Lifts                                  | Lift in the block and one at reception leading to Rowling/Shackleton second floor Single user open lift.  | Maintenance of Lift on regular basis  | MITIE  | ongoing                                  |
| Parking bays                           | Two disabled parking bays with level access   | Maintenance of bays   | MITIE  | ongoing                                  |
| Entrances                              | Accessible entrances throughout the school  | Maintenance of entrances, ensuring clear of ice and hazards   | MITIE  | ongoing                                  |
| Ramps                                  | Accessible throughout excluding the Shackleton top floor  |   |  |  |
| Toilets                                | Disabled toilets throughout the school two wet rooms located in PE and in the Youth and Community zone.   | Maintenance of the toilets and wet rooms  | MITIE  | ongoing                                  |
| Reception area                         | Fully accessible with flat access and ramp to the main school area  | Ensure entrance is clear and free from obstructions, hazards recorded appropriately   | All staff, MITIE                               | ongoing                                  |
| Internal signage                       | Signage hung in appropriate places  | Maintain signage  | MITIE  | ongoing                                  |
| Emergency escape routes                | Signage hung in appropriate places and evacuation plans in place for mobility difficulties  | Maintain signage<br>Update evacuation plans   | MITIE<br>SENCO                                 | Ongoing<br>12/2016                       |
| Classroom resources                    | Adjustable tables<br>Coloured books<br>Laptops  | <ul style="list-style-type: none"> <li>• Updating of resources</li> <li>• Development of resources</li> <li>• Tracking of resources</li> <li>• Ensuring adjustable tables are in appropriate locations</li> </ul> | Class teacher<br>liaise with<br>SENCO<br>MITIE | Ongoing<br>Ongoing<br>12/2016<br>Ongoing |