ACCESSIBILITY PLAN:

Aspris Ridgeway School   2025-2028

Introduction

The accessibility plan shows how school access is to be improved for children and young people/students, staff and visitors with disabilities in a given timeframe. It anticipates the need to make reasonable adjustments where ever practicable.

Purpose of Plan

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all children and young people with a disability can take full advantage of their education and associated opportunities.

Definition of disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Key Aims

To increase and eventually ensure for children and young people/students with a disability that they have:
- total access to our environment, curriculum and information and
- full participation in the school community

Principles

- Compliance with the Equality Act is consistent with our aims and equal opportunities policy and SEN policy
- We recognise their duty under the Equality Act:
  - Not to discriminate against disabled children and young people in their admissions and exclusions, and provision of education and associated services
  - Not to treat disabled children and young people less favourably
  - To take reasonable steps to avoid putting disabled children and young people at a substantial disadvantage
  - To publish an accessibility plan

- In performing their duties the management team have regard to the Equality Act 2010
- Our setting
  - recognises and values the child or young person's knowledge/parents' knowledge of the child/young person's disability
  - recognises the effect their disability has on his/her ability to carry out activities,
  - respects the parents' and child's right to confidentiality
- The setting provides all children and young people with a broad and balanced curriculum that is differentiated, personalised and age appropriate.
- The plan covers a three-year period, will be reviewed at least annually and will be cross reference in the SAR/SEF as appropriate

Increasing Access for disabled children and young people to the school curriculum

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities and school visits.

List key actions here:
- Individual Progress Plans (IPPs) implemented for all pupils, reflecting cognitive strengths, sensory needs, and interests. Created in line with EHCP and Annual review documentation and, specifically, in conjunction with parents/carers to ensure identification of key SMART targets that will remove barriers to education. These are created and reviewed on a half-termly and termly basis.   - Positive Behaviour Support Plans (BSPs) created for each pupil as a pro-active measure to ensure all staff are aware of triggers that may lead to dysregulation in pupils and subsequently effective strategies to support pupils.   - Termly assessment identifies, through teacher assessment and question level analysis, academic gaps that are preventing each young person to be in line with their age related expectation. A robust intervention programme is implemented to ensure that gaps identified can be closed.   - Personalisation of the curriculum. Identified in planning and considers the academic, social and emotional barriers each individual young person has.   - Wide variety of resources used to support the varying needs of pupils.   - In house therapy provision to ensure that pupils social emotional, sensory integration and social communication needs are met and removed as a barrier to accessing the curriculum.   - Staff CPD and development through Quality Assurance process to ensure training is implemented to support understanding of variety of needs.   - Use of assisted technology and ICT to enhance learning within the curriculum.

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

List key actions here:
• The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and other visitors.
• Layout and class allocation of classrooms in the school is decided on with recognition and consideration of physical needs of the pupils. Currently no pupils with a physical disability which restricts movement.
• Pupils sensory needs are considered, specifically around noise and light, and adjusted accordingly based upon needs of the cohort.
• Ensure ease of access to reception area for all.
• Ensure all needs are considered regarding evacuation of pupils and staff including the use of Personal Emergency Evaculation Plans (PEEPs) where required for emergency evacuation.
• Ensure monitoring of visual and auditory environment of the school through timely audits.

Improving the delivery of written information to disabled children and young people

This will include planning to make written information that is normally provided by the school to its children and young people available to disabled children and young people. Examples might include handouts, timetables, textbooks and information about school events, and information available electronically, including via virtual learning platforms. The information should take account of children and young people' disabilities and children and young people' and parents preferred formats and be made available within a reasonable time frame.

List key actions here:
• Develop delivery of information in writing in an appropriate format where require i.e. visual impairments
• Ensure information can be presented in other languages where identified as a need.
• Review information sent to parents/carers to ensure it is accessible
• Ensure staff are aware of guidance through induction period.

Financial Planning and control

The Head teacher and SLT will review the financial implications of the accessibility plan as part of the normal budget review process.

List key actions here:
• Prioritise accessibility projects based on cost-effectiveness and impact.
• Conduct a cost-benefit analysis for each proposed accessibility improvement.
• Seek cost-effective solutions and alternatives that meet accessibility standards.
• Explore partnerships with organisations that provide funding or resources for accessibility initiatives.

- Allocate a dedicated budget for accessibility projects and initiatives.
- Leverage available grants or funding opportunities specifically designated for accessibility improvements.
- Prioritise low-cost or no-cost accessibility measures, such as staff training and policy development.
- Consider long-term cost savings associated with accessibility improvements, such as energy-efficient lighting or building modifications.
- Implement phased implementation plans that align with budgetary constraints.
- Regularly review and adjust the accessibility plan based on available funds and changing financial circumstances.

Accessibility Action Plan:
Aspris Ridgeway School   2025-2028

COMPLIANCE WITH THE EQUALITY ACT					
Accessibility Outcome	**Action to ensure Outcome**	**Who is responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
Ensure equal access to educational opportunities for all students in compliance with the Equality Act.	Sensory Accessibility: *Create a calm and sensory-friendly environment within the school premises.* *Establish quiet spaces or sensory rooms where students can regulate their emotions.* *Implement noise reduction strategies and provide noise-cancelling headphones.* *Provide visual supports, such as visual schedules and visual cues, to assist students with understanding routines and expectations.* Emotional Support: *Develop a comprehensive student support system to address emotional and mental health needs.* *Implement a robust pastoral care program that includes counselling services and mental health support.* *Train staff on understanding and responding to the emotional and mental health challenges of students.* *Establish peer support programs or mentoring initiatives to foster a supportive school community.* Staff Training and Awareness: *Conduct training sessions for all staff members on the Equality Act, disability awareness, and inclusive practices.*	SLT	Short – Long	Ongoing	

	Provide specific training on understanding and supporting students with Communication and Interaction needs. *Promote a culture of inclusivity and empathy throughout the school by fostering an environment of acceptance and respect.* Curriculum and Learning: *Ensure that the curriculum is accessible and inclusive for all students.* *Provide differentiated instruction and assessment methods to accommodate individual needs.* *Incorporate Social and Emotional learning (SEL) into the curriculum to support students' emotional well-being and development.* *Offer flexible learning pathways and individualised support plans to meet the diverse needs of students with Communication and Interaction needs.* Parent/Carer Involvement: *When necessary, engage parents/carers in the accessibility planning process.* *Provide information and resources on supporting their child's emotional and mental health needs.* *Foster open communication channels to address any concerns and collaborate on individual support plans.* *Organise workshops or information sessions for parents/carers on understanding the Equality Act and their rights.* Monitoring and Review: *Establish a regular review process to assess the effectiveness of the accessibility plan.* *Monitor the progress of individual students with Communication and Interaction needs and evaluate the impact of support strategies.* *Gather feedback from students, parents/carers, and staff to identify areas for improvement.*				

	Make adjustments and enhancements to the accessibility plan based on feedback and changing needs.				

ACCESS TO THE PHYSICAL ENVIRONMENT					
Accessibility Outcome	**Action to ensure Outcome**	**Who is responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
To ensure all aspects of the physical environment are accessible to staff and our cohort.	Physical Accessibility: *Conduct timely accessibility audits of the school premises to identify areas that need improvement. Install ramps, handrails, and ramps where necessary to enable access for students with mobility impairments.* *Ensure doorways, corridors, and classrooms are wheelchair-accessible.* *Provide designated parking spaces for individuals with disabilities.*	SLT	Short – Long	Ongoing	

ENSURING INCLUSION IN THE SCHOOL COMMUNITY					
Accessibility Outcome	**Action to ensure Outcome**	**Who is responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
To ensure all pupils are able to access the curriculum, both on site and off site.	Inclusion Lead on the Senior Leadership Team (SLT): *Collaborate with teachers, staff, and parents/carers to develop inclusive practices and policies.* *Provide guidance and support to teachers in adapting curriculum materials for diverse learners.*	SLT and wider school community	Short - Long	Ongoing	

	Monitor and evaluate the effectiveness of inclusive practices in the school. Outreach Provision: *Identify pupils who may require additional support to access the curriculum.* *Develop individualised plans for outreach support, considering specific needs and abilities.* *Provide targeted interventions and resources to help pupils bridge any learning gaps.* *Collaborate with external agencies or specialists to provide necessary support services.* Direct Support Department (Bespoke 1:1 Support): *Identify students who require personalised support to access the curriculum.* *Assign trained staff members to work directly with individual students on a one-on-one basis.* *Create personalised learning plans that address specific learning needs and goals.* *Adapt teaching methods, resources, and materials to meet the unique needs of each student.* Curriculum Adaptations: *Ensure that the curriculum is accessible and inclusive for students with diverse abilities.* *Modify instructional strategies to accommodate different learning styles and needs.* *Use technology and assistive devices to support students' access to the curriculum.* *Provide alternative formats or materials for students with specific sensory needs.* Flexible Learning Environments: *Create physical spaces that accommodate diverse learning needs (e.g. adjustable seating, quiet areas).* *Implement flexible scheduling to allow for personalised learning and individualised support.*				

	Foster a positive and inclusive school culture that promotes respect and understanding among students. Collaboration and Professional Development: *Offer training and professional development opportunities for teachers and staff on inclusive practices.* *Facilitate collaboration among teachers, support staff, and specialists to share best practices.* *Encourage regular communication and feedback between teachers, parents/carers, and students regarding individual progress and needs.* Technological Solutions: *Utilise technology tools and platforms to support remote learning and ensure access to the curriculum outside of school.* *Provide assistive technology devices or software for students with specific learning or physical disabilities.* *Ensure that digital resources and platforms are accessible and user-friendly for all students.* Individualised Support Plans: *Collaborate with parents/carers, teachers, and support staff to develop Individual Progress Plans (IPPs) for students.* *Regularly review and update IPPs based on student progress and changing needs.* *Provide necessary accommodations, modifications, or additional support outlined in the IPPs.* Continuous Evaluation and Improvement: *Regularly evaluate the effectiveness of the implemented strategies and interventions.* *Collect feedback from students, parents/carers, and staff to identify areas for improvement.* *Adjust and refine support plans and interventions based on evaluation results.*				

ACCESS TO THE CURRICULUM					
Accessibility Outcome	**Action to ensure Outcome**	**Who is responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
SEE ABOVE					

ACCESS TO INFORMATION ADVICE & GUIDANCE					
Accessibility Outcome	**Action to ensure Outcome**	**Who is responsible**	**Long, medium or short-term**	**Time Frame**	**Notes**
	Establish a Comprehensive Information System: *Develop a centralised system for organising and storing relevant information and guidance resources.* *Ensure that the system is easily accessible to staff, students, and parents/carers.* *Categorise and update information regularly to maintain accuracy and relevance.*	SLT and wider school community	Short - Long	Ongoing	

	Maintain a School Website or Portal:				
	Maintain a user-friendly website or portal that serves as a hub for information and guidance. *Include sections for important announcements, policies, procedures, curriculum details, and contact information.* *Provide resources such as FAQs, guides, and forms that can be easily accessed and downloaded.*				
	Utilise Digital Communication Channels:				
	Implement effective communication tools, such as email newsletters, mobile apps (Class Charts), or social media platforms. *Regularly share important updates, news, and guidance with staff, students, and parents/carers.* *Encourage two-way communication by allowing stakeholders to ask questions or provide feedback.*				
	Establish Clear Communication Channels:				
	Designate specific staff members or departments responsible for providing information and guidance. *Clearly communicate the contact details (e.g., email, phone) of relevant staff members to stakeholders.* *Ensure that communication channels are well-monitored and respond promptly to enquiries.*				
	Regularly Share Newsletters or Bulletins:				
	Create regular newsletters or bulletins that compile important information and guidance. *Include updates on school events, curriculum changes, extracurricular activities, and educational resources.* *Distribute newsletters or bulletins through both digital and physical channels to reach all stakeholders.*				
	Provide Parent/Carer Forums:				

	Organise forums or seminars to provide information and guidance to parents/carers. *Cover areas such as curriculum options, college and career planning, mental health, and academic support.* *Invite experts or guest speakers to share their knowledge and insights.* Offer One-on-One Guidance Sessions: *Allocate time for individual guidance sessions with students and parents/carers.* *Address specific concerns, provide personalised advice, and answer questions.* *Ensure confidentiality and create a supportive environment for open discussions.* Collaborate with External Agencies and Professionals: *Establish partnerships with local agencies, community organisations, or professionals in relevant fields.* *Seek guidance and expertise to address specific needs or concerns.* *Arrange workshops, presentations, or information sessions with external partners.* Conduct Surveys and Feedback Sessions: *Regularly gather feedback from staff, students, and parents/carers to assess the effectiveness of information and guidance provision.* *Use surveys, focus groups, or suggestion boxes to collect input and suggestions for improvement.* *Analyse feedback and make necessary adjustments to enhance the accessibility and quality of information and guidance.*				