

ACCESSIBILITY PLAN: Aspris Telford School 2024-25

Introduction

The accessibility plan shows how school/college 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 wherever 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 referenced in the SAR/SDP/CIP & SEF/SER as appropriate.

Increasing Access for disabled children and young people to the curriculum

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

List key actions here:

- Telford School has high ambitions for all its students and expects them to participate and achieve in every aspect of school life. Our commitment to equal opportunities is an important aspect of our overall commitment to be a fully inclusive school. This plan identifies how the school meets the needs of students with a disability.
- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or a disability if he or she has significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her making use of facilities of a kind generally provided for others of the same age in mainstream schools or colleges.
- 'Many children and young people who have SEN may have a disability under the Equality Act 2010, that is... a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.
- The definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight and hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. 'Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.' (SEND code of Practice 2014)
- At Telford school we offer a wide and diverse curriculum which includes access to cultural activities and teaching, the resources we have offers a wide range of multicultural books and learning aids, we also encourage cultural celebrations through our school menu and class activities and events via support services and SLT,
- Student voice is always central to our planning. Students have daily opportunities to raise any concerns with their tutor and the Headteacher's door is open to them if they wish to make any requests or raise issues affecting them.
- At school council meetings students can express wishes, complaints, ideas and feedback on a variety of themes. Student voice in its different forms is discussed at staff meetings with changes and solutions shared and put into practice.

Improving access to the physical environment of the school/college

This includes improvements to the physical environment of the school/college and physical aids to access education and to evacuate the school/college safely.

List key actions here:

- There is access to outside space for social time and to play ball and other outdoor games.
- The school has disabled toilets on the ground floor.
- Appropriate and specific intervention programmes are in place for individuals where required e.g. assessment and intervention with SALT or OT.
- High adult to child ratio ensures that appropriate support is in place for students throughout their day.
- Allocation of support staff on educational visits is considered carefully to ensure equality of access for all.
- Appropriate support for students is in place with reference made to EHCP plans.
- Differentiated communication approaches are considered and used where necessary.
- Any play equipment purchases consider accessibility needs.
- Every effort is made by the school to accommodate the needs of disabled visitors and other colleagues. By prior arrangement, it may be possible to make certain facilities available to disabled users, depending on their needs and disability.
- We offer a written handout to all guests/ visitors to site which explains the health and safety policy and safeguarding policy, we can also read these leaflets out if required and provide these in advance if required.

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/college to its children and young people available to disabled children and young people. Examples might include handouts, timetables, textbooks and information about school/college events, and information available electronically, including via virtual learning platforms. The information should take account of children and young people's disabilities and children and young people's and parents preferred formats (e.g Makaton/PECS/ alternative language such as Welsh) and be made available within a reasonable time frame.

List key actions here:

- Information is shared with parents and carers in a variety of ways including, face to face handover conversations, text messages, phone calls, Teams calls, typed letters, in time table format, and in home/school journals for some students.
- We offer a range of forms of communication to our parents, stakeholders, guardians and carers to ensure we are inclusive and all information is shared consistently.
- We foster strong relationships with stakeholders and strive to understand preferred communication methods and any additional need for repetition or explanation, including help with reading or understanding policies and reports.

- We can offer preferred formats for parents/carers who express a preference to review information in a different format and remain open to feedback and suggested adaptation to be inclusive to all.
- We have a robust complaints procedure in place and a whistle-blowing policy which is shared with new employees.
- The new staff induction includes an introduction to the Aspris wellbeing and other Hub services.
- Where required we use photos and symbols to explain fire emergency and evacuation procedures to young people who can decipher information in this format more quickly. We may use other means of communication in school to ensure any emergency procedure is fully explained and understood.
- The school has internal emergency signage and escape routes are clearly marked
- We have the use of three school fleet vehicles to support access to off site activities, educational visits and local community events safely.

Financial Planning and control

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

List key actions here:

- Any changes to our building structure or building improvements go through rigorous budget reviews and planning meetings. Robust business cases are written to evidence the viability, sustainability and positive outcomes that will be achieved.
- We strive to improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this includes improvements to the physical environment of the school and providing physical aids to access education within a reasonable timeframe and within the limitations of the school building (historic and Grade 2 listed).
- We will consult with experts (e.g. OT) when new challenges related to an individual situation or disability are encountered.

Accessibility Action Plan:

Aspris Telford School 2024-25

| COMPLIANCE WITH THE EQUALITY ACT | | | | | |
|---|---|-------------------------------|--------------------------------------|--------------|--|
| Accessibility Outcome | Action to ensure Outcome | Who is responsible | Long, medium or short-term | Time Frame | Notes |
| The available outside space is fit for purpose and well maintained to support access for all. | Enhance maintenance of outdoor space with new grounds contract. Audit use of outside space (walkaround) on a regular basis. On admission of new starters, consider outdoor space with the individual's needs in mind. | CD CD & MH CD & NJ | ST LT (on-going) MT (reactive) | By July 2025 | Seeking quotes June 2025 |
| A broad choice of offsite activities is offered and accessible for all. | Explore staff skills and areas of interest in this area during the recruitment process. Plan additional staff CPD To audit use and accessibility of community resources and facilities | CD & MH CD & MH CD & MH | On-going MT On-going | | DHT has skills and experience in PE and Outdoor activities HLTA has expressed interest in Forest Schools training Expanding use of local resources e.g. town park 'cages' and pool facilities in Summer 2025 |
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ACCESS TO THE PHYSICAL ENVIRONMENT

| Accessibility Outcome | Action to ensure Outcome | Who is responsible | Long, medium or short-term | Time Frame | Notes |
|---|--|---|----------------------------|------------|---|
| Inclusive, maximised access to the physical environment of the school for all children and adults | Bespoke, individual provision takes account of all SEND, considering any challenges with accessibility as part of individual plans. Have regard to accessibility and maximising this when any changes are planned to the physical environment | CD & NJ for new starters CD & MH | | | *Within the limitations of the existing school building and its grounds Lease will expire in 4 years. Alternative premises to be considered by 2029. |
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ENSURING INCLUSION IN THE SCHOOL/COLLEGE COMMUNITY

| Accessibility Outcome | Action to ensure Outcome | Who is responsible | Long, medium or short-term | Time Frame | Notes |
|--|--|--------------------|----------------------------|----------------|--|
| All educational resources are inclusive and support positively protected | To audit current resources and ensure that they are appropriate, inclusive and support protected characteristics | CD & SJ | MT (PSHE & SMSC) | September 2025 | New PSHE lead & HT are reviewing PSHE & SMSC provision |

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| characteristics where appropriate | Quality Assurance monitoring processes including LWs and Observations | CD & MH | Ongoing | | |
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| ACCESS TO THE CURRICULUM | | | | | |
|--|--|--------------------------------------|----------------------------|------------|--|
| Accessibility Outcome | Action to ensure Outcome | Who is responsible | Long, medium or short-term | Time Frame | Notes |
| All teachers and support staff have the skills required to meet the needs of our students with SEND and to ensure that they can access the curriculum. | Identify specialist skills during recruitment process Identify CPD needs and plan CPD programmes Scrutinise and review EHCPs and other assessments on admission and as part of the APDR process to understand needs and required provision fully | CD & MH CD & MH NJ & all staff | On-going ST On-going | | Need for TI and ELSA training identified and met in 2024-25. |

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|---|--|---------|--------------------------|-------------------|--|
| <p>All children are able to access all enrichment or therapeutic activities which take place off site.</p> <p>All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.</p> | <p>Annual review of existing provisions to ensure compliance with legislation.</p> <p>Review of any new provisions with accessibility in mind.</p> | CD & MH | <p>MT</p> <p>Ongoing</p> | By September 2025 | |
|---|--|---------|--------------------------|-------------------|--|

ACCESS TO INFORMATION ADVICE & GUIDANCE

| Accessibility Outcome | Action to ensure Outcome | Who is responsible | Long, medium or short-term | Time Frame | Notes |
|---|--|--------------------|----------------------------|------------|---|
| <p>Access to information</p> <p>All parents and other members of the school community can access information readily. Parents and carers are well informed of student progress and are made aware of other key information about the school.</p> | <p>Regular and open communication is established with parents/carers from admission.</p> <p>Any parent/carers communication needs are identified.</p> <p>Provide information in alternative formats as necessary.</p> <p>Hold regular face to face meetings either in school or at the home where necessary</p> <p>Provide regular opportunities for conversations to further explain any written communication.</p> | All staff | On-going | | <p>Good communication practices are established.</p> <p>Consider contingency where parent/carers presents with communication needs.</p> |

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| Written information is provided in alternative formats as necessary. | | | | | |
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