Ash Green Academy Accessibility Audit and Plan 2023/24

This audit and plan covers all three main strands of the planning duty:

1. Physical access- improving the extent to which disabled students are able to take advantage of education and intervention.

The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, widened doorways, electromagnetic doors, a small number of adapted toilets and washing facilities, adjustable lighting, blinds and accessible signage in all areas.

Physical aids to access education cover things such as closed loop feedback system, ICT equipment, Prodigy systems and ICT programmes, enlarged computer screens and keyboards with braille adaptations, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens, pencils and writing slopes.

Ash Green School has some constraints due to the age and condition of the building. The school is a multi- building site which comprises new, purpose designed and built specialist teaching areas with a lift, a 1950's building with extensive changes in floor levels, steps and stairs and a 1920's converted hospital with narrow corridors which also comprises extensive changes in floor levels, steps and stairs. The school will take reasonable measures to ensure access. However financial, practical and design constraints do apply.

2. **Learning Access - increase the extent to which disabled students can participate and achieve within the schools' curriculum.**

The curriculum covers a range of elements that includes ensuring that teaching and learning is accessible through school and classroom organization and support, deployment of staff, timetabling, curriculum options and staff information and training.

Many adjustments to access will be dependent on individual needs. These adjustments are collated into an Assess, Plan, Do, Review (APDR) which is updated regularly for each student and shared with teaching and pastoral support staff.

3. Information Access to - improving the delivery of information to students with disabilities

Any students requiring additional support are clearly identified on entry to Ash Green Academy and throughout their career. Those requiring specific support with communication are known by staff so their needs can be met in lessons through differentiation

Physical access audit and plan

1 = Adequate – No action at present
2 = Review in one year
3 = Ongoing Review
4 = Immediate Action

Item	Issue	1	2	3	4	Action Plan
1	Is furniture and equipment selected, adjusted and located appropriately?	x				Students' needs are met as and when required
2	Are pathways and routes logical and well signed?	x				Signage has been updated and a new way-finding system is in place.
3	Do you have emergency and evacuation procedures to alert all students?		x			Fire drill occurs termly
4	Is appropriate furniture & equipment provided to meet the needs of individual students?		x			High adjustable furniture available in some subjects.
5	Do furniture layouts allow easy movement for students with disabilities?	x				Most furniture is free standing and can be moved to accommodate needs. Furniture that is fixed is suitable for disabled access
6	Are quiet rooms/calming rooms available to children who need this facility?	x				Appropriate provision for students with APDR's exists for small group and individual withdrawal including before school, at break and lunch times and after school.
7	Are car park spaces reserved for disabled people near the main entrance?	x				
8	Are there any barriers to easy movement around the site and to the main entrance?		X			Four mathematics classrooms (M1, M2, M3, M4) are accessibly only by stairs. One English classroom (E6) is accessible only by stairs.
9	Are steps needed for access to the main entrance?	x				No steps are needed but there are some there. There is a sloped entrance from the disabled car parking space.
10	Do all those steps have a contrasting color edging?	X				Steps have contrasting edges which are renewed throughout the academic year.
11	If there are steps, is a ramp provided to access the main entrance?	X				See 9
12	Is there a continuous handrail on each ramp and stair flight and landing?	X				Ramps and stairs have handrails
13	Is it possible for a wheelchair user to get through the doors	X				Outer and inner entrance doors are automatic
14	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?	X				Inner doors are electronic. Widened doors access main school corridor and Community Theatre

Updated 29 September 2023

16	Do all internal doors allow a wheelchair user to get through unaided?			X		Some would require challenging physical management.

#	Question					Comments
17	Do all the corridors have a clear unobstructed width of 1.2m?	X				
18	Does each block have a wheelchair accessible toilet?			X		Wheelchair accessible toilets are situated in the Michael Dickson building only.
19	Does the relevant block have accessible changing rooms/ shower facilities?	x				Male and female changing room have accessible changing, shower and toilet facilities. The inclusion hub has a wet room.
20	If the block is on more than one level, do the internal steps/stairs have contrast colour edgings?	X				Block is on one level.
21	Is there a continuous handrail on each internal stair flight and landing?	X				
22	Does each block have a lift that can be used by wheelchair users?			X		The Michael Dixon building has a lift. There is not a lift in the Maths, English or Hub blocks. Timetabling can ensure wheelchair user's lessons are held in accessible downstairs rooms.
23	Do you have any other sort of mechanical means provided to move between floors? If yes, please state				X	
24	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?			X		Helpers are assigned to wheelchair users in the case of evacuation – all areas are accessible but some areas could be slow to evacuate
25	Are non-visual guides used to assist people to use the buildings?			X		Would require specific risk assessments based on individual need.
26	Could any of the décor be confusing or disorientating for students with disabilities?		X			Would require specific risk assessments based on individual need.
27	Is a hearing induction loop available (either fixed or mobile	X				A portable induction loop is available for those students with an identified need
28	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)			X		The Michael Dickson Building has this facility, all other buildings do not. Will be reviewed when system upgraded

Learning access and audit

VI = Visually Impaired

HI = Hearing impaired

PI = Physically impaired

Item	Issue	1	2	3	4	Action Plan
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	X				Specific training for education staff to meet needs of pupils currently in school
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	X				Arrangements are in place for staff to have training and external agencies support the SENDco in ensuring training is regularly updated.
3	Do all staff seek to remove all barriers to learning and participation?	X				Staff have had training regarding how to support students with SEND within the classroom.
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress	X				Quality First Teaching strategies implemented across all lessons. Inclusion passports continually updated for teaching staff to outline key strategies to support children with SEND. Students with SEND have individual targets as part of the APDR process. Interventions are targeted to ensure individual needs are being address
5	Are all children and young people encouraged to take part in music, drama and physical activities?	X				Curriculum is reviewed regularly • Adaptions made in line with National Curriculum expectations, including enrichment opportunities
6	experience or understanding for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	X				Alternative ways of giving access to experiences are provided, dependent on individual needs. For example adaptations are made to ball games to include students with Visual Impairments.
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children and young people with disabilities to be fully included in the curriculum?	X				Three step plans in place for students that have TA support. Curriculum planning considers reasonable adjustments.
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?	X				Inclusion passports in place with reasonable adjustments
9	Do you provide access to appropriate technology for	X				Technology available re: laptops etc.

	those with disabilities?				
10	Are school visits, including overseas visits, made accessible to all children and young people irrespective of attainment or disability?	X			
11	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?	X			

Updated 29 September 2023

Information Access and audit

Item	Issue	1	2	3	4	Action Plan
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who may have difficulty with standard forms of printed information?	X				Access to Braille paper in place and support from HLTAs and external VI support team in place.
2	Do you have the facilities such as ICT to produce written information in different formats?	X				
3	Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities? (see guidance notes)	X				Website is kept up to date with information. APDR shared with home.