ASHLEY COLLEGE

Accessibility Plan

Date adopted:	21st May 2025
Reviewed:	13th May 2026
Next Review:	Summer 2028 or in line with legislative change
Version:	Final
Status:	Active

The requirement

This Accessibility Policy and Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. Ashley College Management Committee are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. The accessibility plan ensures that we continue to improve all aspects of the physical environment of Ashley College, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by Ashley College.

The Department for Education (DfE) has published advice on the Equality Act, which explains that schools must have an accessibility plan aimed at:

- Increasing the extent to which disabled students can participate in the curriculum
- Improving the physical environment of schools to enable disabled students to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled students

Definition (Equality Act 2010)

“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” Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘**substantial**’ means ‘**more than minor or trivial’**. ‘**Long-term’** means **has lasted or is likely to last more than 12 months**.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the student’s ability to carry out normal day-to-day activities is adverse, substantial and long-term.** All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of students are therefore included in the definition.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger
- Learning and/or cognition
- Emotional and mental well-being

The key objective

At Ashley College we cater for students with medical needs and are fully committed to providing equality. This means reducing and eliminating barriers to accessing the school, the curriculum and to full participation in our school for all students including those who may have special education needs or disability.

Contextual Information

Ashley College is currently based on two sites across the London Borough of Brent. These are at the Ashley College here in Ashley Gardens and at Crystal House which is part of The Kingswood Centre. Whilst Crystal House is referenced in this plan, they have their own accessibility plan under The Kingswood Centre policies. Each of these settings has disabled facilities and toilets and has been appropriately adapted to meet current legislation. Wheelchair access is available into each building There is disabled parking on both sites with car parking facilities. All areas of the school grounds are accessible to wheelchair users, although the use of the outdoor gym area at Ashley College requires adult supervision for wheelchair users. At present we do not have any students or staff using a wheelchair or with identified mobility difficulties.

Ashley College is a specialist setting for students with medical needs, but also may have students with a range of disabilities which include moderate and specific learning difficulties. Students at Crystal House may have severe learning difficulties. When students enter the school with specific disabilities the school works with the LA professionals, previous schools/settings, parents and carers for assessments, support and guidance**.** All staff are made aware of student's medical needs clear plans are put in place to ensure that these needs are met. Where education is required, the school has a clear policy on how this should be stored and administered. Further details can be seen the schools Health and Safety Policy and Managing Medical Conditions and Medicines policy.

What this document covers

This policy covers the following key areas:

Section 1 – access to the curriculum for students
Section 2 – access to pastoral support for students, parents and carers
Section 3 – access to our site for students, parents and the community
Section 4 – access to information for staff, parents, students and the community

This policy and plan should be read with other Ashley College documents: our School Development Plan, our SEND policy and implementation report, SEND local offer, and Equality implementation report elsewhere on our website

Section 1 – Access to the curriculum

- In-depth entry assessment (including data from mainstream schools) to capture full range of individual needs
- Individualised curriculum documented in Personal Learning Plan to meet specific student needs
- Flexible changing provision to meet changing health and other needs
- Home tuition for students who cannot attend school
- One-to-one home tuition where medically necessary (e.g. English, Maths, Science and PHSCE for KS3/4).
- Therapeutic provision (yoga, cooking, gardening, music, offsite and onsite physical activities, mentoring sessions, social skills group, CBT and Equine Therapy) to help social and life skills development

- Offsite and after school activities including gym and school visits to develop wider skills
- Learning support for special needs includes:
    - Needs of students with ECHPs are met individually in accordance with their plan.
    - Special exam arrangements and IT for those with writing difficulties
    - Use of laptops, iPads and digital art software to support daily classroom learning
    - Exam reader pens to support those with reading difficulties
    - Teaching assistant support for students with an EHCP, and or physical disability
    - Adaptations for every special need (large print, dyslexia aids, reader pens, fidget toys, noise reducing headphones etc.)
- Wide range of accredited and non-accredited course provision to suit individual student's needs such as GCSEs in core subjects plus History, Art and MFL, Functional Skills Maths and English, BTEC Home Cooking, and Financial Studies. At Crystal House students work towards achieving AQA awards
    - Use of webcam lessons and Google Classrooms to support learners when they are unwell at home but still able to engage in some learning, or during a Covid period
- Opportunities for accreditation in subjects outside our curriculum e.g. other home language GCSEs
- We apply for access arrangements for exams when appropriate e.g. extra time, a scribe and/or a reader
- We apply for special consideration in exams if appropriate (e.g. bereavements or deterioration in identified medical need)
- We allow students to sit exams alone (if they are anxious, phobic) or at home (if they cannot attend the centre)
- Teaching strategies adapted for individual needs (sensory impairments, attainment levels, subject personalised learning strategies etc.)
- 'Time out' of class system for students who need it
- Work experience opportunities, where possible, for year 10/11 students to support an identified interest e.g. 1 x week assisting at a local nursery
- Continuing staff professional development to keep up with new thinking (e.g. Mental Health First Aid, Anxiety, Diabetes training, ASD learners and personalised learning approaches)

Section 2 – Access to Therapeutic and Pastoral Support

Based on individual needs, students have access to:

- A Link Tutor to meet regularly, listen to concerns, set, and work towards, personal development targets and create personalised homework and revision schedules.
- Education Welfare Officer to help boost attendance and support parents/carers in getting their child back into education.
- PSHCE curriculum signposts to appropriate sources of support e.g. CAMHS, MIND, Addaction, Childline, Kooth, Anna Freud, Young Minds, Bang Project and Sexual Health clinics
- Escort to medical appointments if requested
- SEND specialist careers advisor from Connexions to support exploring and securing next placement of year 11 SEND students
- Educational psychologist support through parent/carer and school consultations
- Careers Advice in Year 11
- BOAT team sessions to support students with ASD
- CBT sessions with on-site therapist
- Sessions run by the Safer Schools Officer such as keeping safe online, knife crime and child exploitation
- Mentoring sessions to support students to develop organisational and social skills
- Transition mentor
- Equine Therapy
- Weekly interactive wellbeing sessions

- Weekly mindfulness sessions using virtual reality headsets

We also provide

- Referrals to The Brent Early Help Team for parent/carers with students' social/emotional/behavioural difficulties
- Initial home visits for home tutees to understand student's environment
- Regular contact with parent/carers to discuss issues of concern
- Highest priority safeguarding procedures
- Multi-agency monitoring, contact and support for most students
- Close links to support agencies such as Visual and Hearing Impairment Teams, Brent Outreach Autism Team and CAMHS

Crystal House students receive support through the NHS multidisciplinary team.

Section 3 – Access to Site

- Easy access to, and egress from, a ground floor, single-storey site with ramp access to a Portacabin
- Small site with close buildings suitable for students with limited mobility
- Covered access to and from the portacabin
- Two disabled lavatories for students and one for staff
- Keeping corridors clear of obstructions
- Separate eating space for students with eating disorders
- Quiet library space (for students with social anxiety) and recreational space/access to PE equipment (e.g. for ADHD students) at lunch times
- Zen Garden for quiet reflection and relaxation
- Low flicker lighting to reduce risks for ASD students and others
- Low arousal-colour painted surfaces to maintain calm emotional states
- Medical conditions of students, affecting their access, are known to SLT/staff and an appropriate plan is put in place
- Regular site audits for health and safety and site audits/drills for fire risks, including evacuation procedures
- Own kitchens with full provision for special dietary needs
- Disabled parking space marked out

Access to Information

This section should be read with policies on Data Protection and Freedom of Information. We aim to be as open as we can within the limits set by relevant legislation and the need to protect information, which is private and confidential. Within these constraints, we give high priority to communicating with students, parents/carers and all our stakeholders via

- A school website with full information for all who need it – we can copy information on request
- Computer speech technology
- Standard letters to deliver a consistent approach to communicating
- Communication with families via text, email or telephone depending on their preferred mode of communication
- Access to interpreters for initial meetings and reviews

Students have access to information via:

- Six weekly reviews with mainstream school and professionals

- Termly personalised learning progress meetings with link tutors
- Termly written reports from subject teachers
- Feedback from teachers on marked work
- Link Tutor discussions at their request and daily tutor based sessions
- Representation on the monthly School Council
- Ready access to the SLT
- Weekly school assemblies'
- Twice weekly wellbeing sessions

Parents have access to information via:

- Six weekly reviews with mainstream school and professionals
- Termly personalised learning progress meetings with link tutors
- Termly written reports from teachers
- Teachers comments in books, letters, emails, telephone conversations
- Talking to SLT and teachers at Parents Evenings, or on visits by appointment
- School website
- Telephone backup where we believe parents have low literacy levels
- Brent translation service for non-English speaking parents
- 6 weekly reviews

Accessibility Plan

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Access to the Curriculum					
All students have the offer of an appropriate and needs based curriculum.	Ensure • the ongoing development and delivery of the specialist curriculum offer which includes support based on reengagement with learning and therapeutic provision • Strategies within a students' EHCP are planned for and monitored • the curriculum is diverse, innovative, challenging, relevant and it covers learning using formal and informal methods of learning • all learning is target driven and rigorously assessed for success • KS4 curriculum is aimed at preparation for life post 16 for students. •	Ongoing	LTPs MTPS Curriculum overview for parents and carers Connexions worker support in relation to post 16 course	Head teacher, SLT, SENDCO, teachers and teaching assistants	Termly/ Ongoing
Students with SEND are consulted and involved in their learning.	Ensure • feedback and consultation around learning is student / teacher led and responses are supported • an appropriate system of celebrating learning is accessible to all students • all students are part of the school council and involved in making important decisions about their school • students are involved in termly/ half termly celebrations of success via newsletter / meetings/ end of term assemblies and events • half termly attendance rewards and certificates • support the mainstream schools with annual ECHP reviews.	Termly 6 week reviews	School council Reward systems	Head teacher, SLT, SENDCO, teachers and teaching assistants	Termly / ongoing
Parent/ carers are given guidance to support their child's learning, including transition and preparation for adulthood	Ensure • parents/ carer receive information regarding the learning planned for the term/ half term which is communicated clearly • parents / carers are provided with the termly personal development learning targets / and curriculum plans for their child • parent/carer support group to share information around specific areas such as supporting ASD needs, managing mental health needs and developing resilient children. All students are fully supported through transition points in their education including post 16.	Ongoing	6 weekly reviews Termly PLP meetings Parent groups Connexions careers/ post 16 advisor. Care/ transition plans	Head teacher, SLT, SENDCO, and teachers	Termly / ongoing

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Students with SEND are provided with adapted teaching and resources that best supports them.	Ensure • students are provided with small group teaching which allows for a high percentage of individual and paired teaching and learning. • students learning is supported by professional advice and guidance from: 1. SENDCO. 2. Specialist teachers of literacy, numeracy, science expressive arts, and sports. 3. Specialists such as medical consultants, specialist nurses, Educational Psychologists, Psychotherapists, Therapeutic Social workers, SALT (Speech and Language therapists), HI and VI specialists as required. • students access to vocational provision which will include work experience opportunities where possible • students have access to all resources and support that their needs require as highlighted in their student profile and EHC plan.	Ongoing Reviewed termly or earlier as need arises	High staff to student ratio. Availability of direct professional support. Specialist medical and social care professional support. Work experience Placements where relevant	Headteacher, SLT and SENDCO Connexions career's advisor, Education and Clinical professionals, SENDCO teachers and all support staff.	Termly or earlier if need arises
The curriculum and learning environment is suitably adapted to best meet learning needs.	Ensure • all students will access a curriculum which is context based and encourages active engagement in learning, independence, social and emotional development • the curriculum is supported through exceptional care, support and guidance and is delivered in a safe and nurturing environment which may include individual learning with a teacher • The development of systems that supports access to the curriculum through visual and written timetables, clear signage and rewards / incentives • liaison with mainstream school to ensure that any specialist equipment used by the student is transferred over to Ashley College e.g. height adjusted tables, specialist sensory equipment. • learning activities which are presented in a variety of ways.	Ongoing	Development of PHSCE based curriculum for KS3/4. Communication based systems such as PECs and Makaton and professional support for this. If required occupational therapy/ health professionals.	Headteacher, SLT, SENDCO, Teachers and health care assistants at Crystal House	Ongoing/ daily

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Ashley College staff support the learning needs of students with medical needs.	Ensure • availability to all staff, ongoing specialist training as appropriate to current student need. • all staff attend annual performance management which included identification of training needs • there is a planned programme of continued professional development linked to the Ashley College school development plan.	Annually	CPD linked to SIP Specialist trainers and facilitators including external organisations	Headteacher, SENDCO	Termly / ongoing
Expert advice is made available to support student learning in regard medical needs and SEND.	Ensure • specialist teachers are effectively deployed to support all staff and is student need led • Brent CAMHS and, or medical professionals provide a higher level of support for students if required • Establish expert' links in the local and wider community including at trust and national levels to support the medical needs and mental health needs of students	Annually	Outside agencies e.g. CAMHs, Anna Freud, Young Minds		Termly/ ongoing

Access to communication					
All parents know 'who's who' in relation to any concerns they may have.	Ensure that • contact information is clearly available on the Ashley College website and home/school agreement • information is sent and provided, when visiting the school in a communication friendly form. • communication friendly centre Information boards are present in reception area (with the inclusion of safeguarding information) • pastoral lead who supports parents/carers to ensure that access to wider agency support specific to a child, young person is available if requested.	Termly through parent/carer surveys	ICT support for website development, Headteacher, SLT and Administrative staff to manage notice boards and to develop parent-friendly correspondence	Headteacher, SLT, admin staff, IT technicians	Ongoing
Parents/ carers are kept informed of their child's progress.	Ensure that • 'open door' policy is effective • processes are effective around pastoral daily calls, weekly communication by link tutors. / 6 weekly reviews / meetings arranged in school if a parent/carer requests this • full implementation of school based student information systems such as texting, daily phone calls and daily communication logs are systematically applied and checked for efficiency • parents/ carers are given full progress feedback on allocated termly PLP meetings, 6weekly reviews and Multi agency meetings • all written reports are available to parents / carers including updated EHCP's, termly progress reports, Covid risk assessments and 6 weekly reviews • informal sharing of information can take place during parent/ carer event meetings such as support group sessions and celebration of success events. • parent/ carer has regular access to their child's link tutors and members of SLT • all parents/carers receive the termly newsletter and have access to updates on the school website	Termly PLP meetings and 6 weekly reviews School annual monitoring and audits.	Admin support Parent / carer support sessions to give guidance Parent/carer review meetings scheduled on a 6 weekly basis Distribution of parent/carer documentation.	Headteacher SLT, admin staff and teachers	Ongoing

Parent/ carers can give feedback to the school.	Ensure that • 'open door' policy allows for daily feedback to staff members at Ashley College • phone calls are answered within one day of receipt and all calls are recorded in the communication log • written feedback in the form of letters, medical notes, professional reports are acknowledged to parent/ carers with suitable actions followed • parent/carer feedback /surveys are used to make informed decisions for the student • parent / carer is directed to the required staff member e.g. if specific issues around wellbeing are feedback, this is directed to the pastoral lead and well-being co coordinator • feedback is shared appropriately at the daily staff briefing at the start of each day.	Evident through termly parent/carer surveys and annual Optimus questionnaire	Available support sessions for parent/ carers, termly surveys and PDAs	Headteacher SLT, teacher and support staff	Ongoing
Parent / carers have an opportunity to have their say about their child's education and become involved in the life of the school.	Ensure that • availability of feedback which is communication friendly at all meetings parents attend • there is access to a parent support group • parent/ carers can become involved in their child's learning through sharing of the subjects, Google Classroom and attending termly PLP meetings and 6 weekly reviews • end of term celebration assemblies • signposting and involvement with local community links that parents can become involved in e.g. Brent Carers Association, Brent Parent/Carer ASD support group • participation and attendance at fundraising and good cause events	Ongoing	Information from parent/carer support groups Scheduled celebration events Identifiable community links e.g. Vice Brent, Brent Carers Association	Headteacher SLT, teacher and support staff	Annually

Parent / carers are provided with information, guidance and advice, which includes support for completing forms and paperwork.	Ensure that • parents/ carers have direct support around: 1. Applying for transport to and from school. 2. Applying for funding such as DLA or PP funding. 3. Understanding school curriculum / pastoral systems. 4. Signposting/ guidance from external agencies such as SENDIAS, YOS, CAMHs, ADHD organisations as well as parent /carer specific groups. 5. Safeguarding. 6. Therapeutic support within and beyond Ashley College. • parent/ carer home school visits are made available • availability of scheduled meetings to support form filling and 1-1 guidance for parents • support through specific plans such as PEP, EHP, CIN or CP is provided in a transparent and timely fashion	Evident throughout the school annual monitoring and audit.	Home visit records completed Therapeutic support timetabled Regular parent /carer meetings Completion and access of plans	Headteacher, SLT and admin	Ongoing

Access to the environment (external)					
All students have access to a modified environment that is specific to their Medical /SEND needs.	Ensure that • sensory and physical environment monitoring and audits are carried out for students when required and adjustments made as required e.g. visual stress apparatus and loop systems for deaf support • students have availability of any specific/extra resources that support their medical/ SEND needs.	Ongoing	Specialist equipment such as reading rulers, reader pens and IT	Headteacher, SLT, SENDCO, teachers, VI, HI specialists and PE leader	Annually
All students have full access to activities outside of the classroom including trips and physical activities	Ensure that • all outdoor activities within and outside of Ashley College are subject to individual recorded risk assessments which are based upon the student needs • risk assessments follow the local authority guidelines • teachers are responsible for the completion of group educational visit risk assessments • if individual risk assessment is required for specific students with high level medical / SEND needs, that these are completed at the start of the year in conjunction with the SENDCO, SLT member and associated professionals linked to the student • school minibus with wheelchair lift is in good working order • all school premises undergo ongoing rigorous Health and safety checks • all staff attend annual safeguarding training as required.	Ongoing	Risk assessment LA guidance and training Health and safety audit information Safeguarding training	Headteacher SLT, safeguarding leader, teacher	Annually
All students have access to a learning environment that actively promotes their wellbeing.	Ensure that • all care and medical plans are regularly updated and shared with staff • all accidents, injuries are recorded • all staff have responsibility for the welfare of students, each other, and visitors, therefore training in first aid and administration of emergency medication needs to be evident • promotion of positive self-regard and social, emotional development through the availability of trips, physical education, yoga, access to CBT and equine therapy where need is identified and twice weekly wellbeing sessions.	On-going Annual review of first aid training	School based first aiders First aid training events, Training, guidance, sharing of feedback for planning extracurricular activities and trips Equine therapy contacts CAMHS	Headteacher, SLT, safeguarding lead, teacher and all support staff	Annually