



AHMAT Disability and Equality Scheme

January
2024- 2028

VISION STATEMENT FOR AHMAT

Ashley Hill Multi Academy Trust is committed to securing the best outcome for every child in its schools within a learning environment characterised by a distinctive Christian ethos.

We value the uniqueness and individuality of every school in the Trust, encouraging each to develop to meet the particular needs of all its pupils and the community it serves, underpinned by a common commitment to work together, making full use of all the Trust's resources, to enhance the experience and opportunities of all.

In line with our core Christian beliefs and principles, we want each school to be an educational community where:

- all are welcome, whatever their cultural, ethnic or religious background;
- all will flourish, with a particular focus on supporting any who are disadvantaged culturally, socially, economically, physically, or in any other way;
- all will have a life-enhancing encounter with the Christian faith;
- each individual is encouraged and helped to discover and develop their God- given gifts and talents to the fullest extent;
- all will fulfil their potential in a way appropriate for their age, both academically and as well-rounded, independent, emotionally mature individuals.

Introduction

Ashley Hill Multi Academy is committed to enabling all young people to achieve their full potential, academically, emotionally, physically and spiritually. In particular the schools recognise their responsibilities under the Disability Discrimination Act which prevents discrimination against disabled people in their access to education.

The Local Governing Bodies and Directors, therefore, recognise their duty:

- not to discriminate against disabled students in their admissions or provision of educational services;
- not to treat disabled students less favourably;
- to take reasonable steps to avoid putting disabled students at a substantial disadvantage;

The Disability Access Plan

The plan aims to improve access to all aspects of education at Ashley Hill MAT and is organised in a way that helps to remove any existing barriers to pupil learning. It also aims to look positively at ways in which existing difficulties can be overcome. In this way the school is showing its commitment both to the school members and to the wider community based on the promotion of self-respect and respect for others.

The plan has three inter-linked elements:

- **Improvements in access to the curriculum by:**
 - providing for all pupils a curriculum which is appropriate to their needs
 - ensuring that the curriculum is delivered in such a way that all pupils, regardless of any impairment, may benefit fully from it
- Physical improvements to increase access to education and associated services by:
 - ensuring that the school buildings and grounds are fully accessible to pupils with mobility, sensory and other impairments
 - providing appropriate educational equipment and physical aids to ensure that educational programmes in the school can be fully accessed by all pupils
- Improvements in the provision of information in a range of formats for disabled students by:
 - Providing for students and their parents/carers, information about the school and its curriculum in a format that takes account of any disabilities.

Improving access to the curriculum

	Targets	Strategies	Outcomes	Timeframe	Goals achieved
Short term	To continually ensure that the curriculum and extracurricular activities are accessible to all pupils.	To continuing examining whether our current curriculum plans are inclusive for all pupils	Continually evolving curriculum that meets the needs of all pupils	Termly	A curriculum that is inclusive for all pupils
		To examine whether there is the need to extend the range of extra-curricular activities	Ensuring opportunities are available to students with disabilities	Termly	A wider range of opportunities for pupils
		To regularly review the SEND Policy and Inclusion Policy	Policy is current and meets the needs of the SEND pupils in the school.	Annual	More pupils gain access to the curriculum
Medium term	To plan and implement improvements and adaptations to the curriculum and extracurricular activities. Increase access to resources/premises	To ensure all new developments comply with the Disability Discrimination Act	Allow greater access for all pupils	Annual or as required	More pupils gain access to the curriculum
		Improved SEND facilities and wider access to ICT	School is continually refreshing and upgrading systems to ensure quality provision	As required	More pupils gain access to the curriculum
		To evaluate the number/role of TA staff to support pupils with disabilities.	Staffing structure continually reviewed so that the best outcomes for all learners are achieved. Timeously CPD for all staff to ensure they have the correct skills to support all learners	Annual or as required	More pupils gain access to the curriculum
Long term	To review short and medium term targets in the light of new opportunities and legislation	To review the curriculum arrangements and make changes where appropriate	Incremental curriculum which builds on previous knowledge and experiences	As required	A robust curriculum that remains appropriate for the current children.
		To increase staff awareness of disabilities	Wider range of teaching styles used (e.g. differentiation).	As required	Improved confidence in staff for dealing with pupils with disabilities

Physical improvements to the environment

	Targets	Strategies	Outcomes	Timeframe	Goals achieved
Short term	To ensure all projects and alterations are fully accessible to all pupils.	To discuss plans with relevant bodies with reference to design and H&S requirements.	Building fully compliant with DDA; expert advice and DFE funding	Ongoing	All development projects allow full access to pupils with as wide a range of disabilities
	To monitor adoptions made to see that they are appropriate and allow for full access by pupils.	To take advice from relevant bodies with reference to alterations or maintenance.	To discuss and act on suggestions in local Governing Body meetings	As required	Existing buildings adapted and maintained to meet needs wherever possible
Medium term	Future “decoration” of buildings to cater for the needs of pupils in the school.	To take appropriate advice with reference to guidelines.	Improved classroom decoration	As required	Greater accessibility and comfort for pupils with disabilities
Long term	To make the school buildings and outside areas totally accessible to all	To look at the use of ramps, slopes and separate access for pedestrian and vehicular use. Disabled parking.	Full involvement with Professionals regarding future plans	As required	Full access gained to all areas of grounds and buildings

Improving provision of information

	Targets	Strategies	Outcomes	Timeframe	Goals achieved
Short term	To liaise with specialist bodies with reference to new information about support for pupils with SEND.	To ensure parents and students have wider access to information	Increased variety of information available	As required	Outcomes for SEND children are as good as possible.
	SEND offer to be kept updated and LA to be informed of changes	Continually review provision as and when changes in staffing or facilities occur	Accurate list of provision that the school can offer.	Termly or as required	Accurate SEND offer to be found on school and LA website.
Medium term	To consult with Disability Information Service about the best way to make information available to users	To increase levels of awareness amongst staff responsible for information	Increased variety of information available	As required	Delivery of information to disabled pupils improved
Long term	To review progress made in short term and long-term targets	To plan for the next stage	Wider understanding of issues involved	Termly	Improved delivery of information to disabled students

Created or Reviewed by	Date	Changes
Isabel Cooke	30/09/2019	
Isabel Cooke	30/09/2023	Updated and reviewed according to new children