

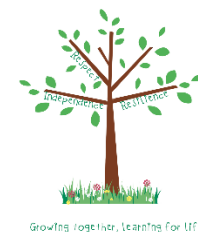
North Baddesley Infant School

Accessibility Plan

This policy was agreed and formally adopted on

This policy will be reviewed every three years.

Last review: May 2022



Key objectives

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Definition of Disability

Disability is defined by the Equality Act 2010:

You're disabled under the Equality Act 2010 if "you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities."

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Aims

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

- We believe that all pupils and members of staff should have high aspirations whatever their background, identity and circumstances.
- We are committed to creating a community that recognises and celebrates difference within a culture of respect and co-operation.
- We appreciate that a culture which promotes equality will create a positive environment and a shared sense of belonging for all who work, learn and use the services of our school.
- We recognise that equality will only be achieved by the whole school community working together - our pupils, staff, governors and parents/carers.

Principles

- Compliance with the Equality Act is consistent with our setting's aims and all policies that support as well as the SEN information report.

We recognise our duty under the Equality Act:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably

- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan

North Baddesley Infant school

- recognises and values the young person's knowledge/parents' knowledge of their child'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

We provide all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff, site manager and governors of the school.

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

1. Gathering Information

Aim	Actions to be taken	Responsibility	Review / Completion	Success criteria
Implement and maintain a monitoring system to support pupils with a disability.	<ul style="list-style-type: none"> • Maintain a register of pupils with a disability • Seek external support – PD advisory teacher • Monitor patterns of attendance • Monitor participation e.g. in trips and memorable moments 	HT/SENCO	Ongoing and reviewed at pupil progress meetings	Reduce the gap in attendance levels for vulnerable groups to ensure participation at all levels.
Ensure the needs and aspirations of groups and individuals are met and understood.	<ul style="list-style-type: none"> • Ensure the school Admissions forms gain information with regard to disability or other access needs • Liaise with preschools and parents to ensure all needs are identified before pupils begin school. • Ensure above information is shared with all relevant stakeholders • Analysis of attainment and progress through termly pupil progress meetings • Seek the views of those with disabilities 	HT/SENCo, Office staff, SLT	Ongoing and reviewed at pupil progress meetings	All stakeholders to have high aspirations for individuals to ensure their needs are met.

• 2. Maintaining the high extent to which disabled children have access to the school curriculum

Aims	Actions to be taken	Responsibility	Completion	Success criteria
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Continue to offer a differentiated, personalised and age appropriate curriculum for all pupils. • Continue to use resources tailored to the needs of pupils who require support to access the curriculum. • Regular staff training to ensure staff have the knowledge to support identified needs. • Continue to track curriculum progress for all pupils, including those with a disability. • Monitor targets are set are appropriate for pupils with additional needs. • Monitor the curriculum to ensure it meets the needs of all pupils. • Continue to liaise with outside agency and follow advice given. 	HT/SENCo/class teachers	Ongoing and reviewed at pupil progress meetings	Access to curriculum allows pupils to make progress in all areas.
Ensure the school continues to develop pupil's awareness of disability	<ul style="list-style-type: none"> • Continue to ensure all staff are supported in recognising signs of SEMH needs 	HT/SENCo/class teachers	Ongoing	Greater understanding and empathy for all stakeholders

	<ul style="list-style-type: none"> Continue to build links to supporting outside agencies and ensure referral criteria and procedures are shared with staff. PSHE curriculum used to support children's social and emotional needs. Use of P4C lessons to develop children's communication skills. Ensure books in school reflect the diverse range of SEND. 			
Ensure all pupils have access to trips and extra-curricular activities	<ul style="list-style-type: none"> Ensure that the trip is accessible to all or appropriate alternative activities prior to booking Ensure transport is booked as required Carry out risk assessments prior to trips Involve parents in planning trips where appropriate 	HT/SENCo	Ongoing Ready prior to the visit or event	All pupils to be able to access extra-curricular activities with their peers.
Ensure staff are appropriately trained	<ul style="list-style-type: none"> Ensure appropriate training for staff in relevant disabilities, e.g. autism, dyslexia, hearing impairment, within a reasonable timeframe. Ensure specific training for disability needs if required Ensure all teachers are able to utilise appropriate resources and personalise the curriculum to ensure accessibility for all. Access external agency support 	HT/ SENCO	Ongoing reviewed at pupil progress meetings	Improved confidence in staff at supporting vulnerable pupils.
Improve the delivery of information to pupils with a disability	<ul style="list-style-type: none"> Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> Internal signage Use of Makaton Pictorial or symbolic representations 	HT and SENCo, class teachers	Annually	Improved communication of information to pupils.
<ul style="list-style-type: none"> 3. Improving the physical environment to increase disabled children and adult accessibility 				
Aim	Actions to be taken	Responsibility	Completion	Success criteria
Increase access to as much of the building as possible	<ul style="list-style-type: none"> Seek information on the needs of users and pupils Modify building but adding baffles in Elm and Willow class to support pupils with hearing impairment. Paint a line around the ramp outside the nursery to ensure change of height is visible for visually impaired visitors. 	HT and Health and Safety Governor/ Site Manager	Annually	Improved access for all on the school site.

Ensure outside environment supports those who are disabled or use mobility aids such as walkers	<ul style="list-style-type: none"> • Seek advice from STAS PD/Physio team • Ensure path ways around the school are clear. 	HT and Health and Safety Governor/ Site Manager	Annually	Improved access around the school grounds
Ensure disabled adults are considered equally in the selection process for advertised posts	<ul style="list-style-type: none"> • Welcome all application for advertised posts • Encourage all members of the school community to consider becoming a Governor 	HT/Chair of Governors	Ongoing	Equal opportunities for all
Ensure clear signage	<ul style="list-style-type: none"> • Signage by accessible parking space with the office number on. 	Site Manager	Annually	Support for wheelchair users available if required.
Ensure provision is made for disabled children and adults in an emergency.	<ul style="list-style-type: none"> • Ensure all individual emergency evacuation plans are kept up to date. • Ensure disabled visitors and parents are shown the accessible fire exits. 	HT/SENCo/ Office staff	Annually or as needs arise.	All stakeholders understand procedures in an emergency and building evacuated quickly and safely.

Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing board and the headteacher.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy