

SLADEFIELD INFANT SCHOOL

Accessibility Plan

	Date	Minute No.
Reviewed and Approved by <i>Governors</i>	FGB 22/10/15	15
Reviewed and Approved by <i>Governors</i>	FGB 17/07/18	12
Reviewed and Approved by <i>Governors</i>	FGB18/1/2022	11
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Sladefield Infant School Accessibility Plan

Aims

Schools are required under the Equality Act 2010 to have an Accessibility Plan.

The purpose of the plan is to:

- Ensure that all pupils can participate in the curriculum
- Improve the physical environment of the school to enable all pupils to access education, benefits, facilities and services provided
- Improve the availability of accessible information to all members of our school community.

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.

At Sladefield Infant School, the wellbeing of the child is at the heart of everything we do and we seek to provide an inclusive ethos throughout the school. As a Rights Respecting School, the guiding principles underpin all of our work and are reflected in the Accessibility Plan.

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 and we actively seek guidance from a wide variety of Local Authority and NHS support services.

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

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

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.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day 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.

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.

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 Body 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
- Inclusion Policy
- Special educational needs (SEN) information report
- Special educational needs Policy
- Supporting pupils with medical conditions policy
- Keeping Children Safe in Education

Accessibility Planning Objectives (for anticipatory reasonable adjustments):

School Name Sladefield Infant School

Dates: From December 2021 **To** December 2024 **(3years)**

Accessibility Plan Code

C: Increasing the extent to which everyone can participate in the school curriculum. E: Improving the physical environment so everyone can take advantage of education. I: Improving the delivery of information so that it is accessible to everyone?

Objectives Expressed as an outcome for pupils and/or adults in terms of progress and participation	Accessibility Planning Code (C,E,I)	Actions			Evidence to be collected to measure progress	Dates (from and to)
		How	Who (Lead person)	Resources		
All teaching staff and TAs to be able to plan, deliver and resource lessons for all children.	C,I	1.Planning meeting and documents to reflect the needs of all learners and how they will be met, particularly those requiring an individualised curriculum. 2.Further areas for professional development to be identified to support EAL/SEN learners. 3. KS1 teachers to Team Teach with SEND TAs working with a group of Higher Needs pupils with a view to leading subsequent sessions.	LD to lead on all actions.	1)Bank of exemplar activities for pupils at stage of pre reading/writing/new To English.	Learning walks, work scrutiny, SEN review meetings. Progress seen in Termly data/audit continuum/Progression Framework.	Termly SEND review meetings. Half Termly Learning Walks/Work Scrutiny. Team teaching 1 morning per term. From Jan 2022-ongoing

<p>There will be an improvement in the quality of our pupil's transition from Nurseries to EYFS.</p>	<p>C,I</p>	<p>Key staff to take part in the SEND/EYFS transition training offered locally.</p> <p>EYFS staff, Inclusion and Pastoral Team, in conjunction with Nurseries (particularly PVI settings) to create a robust transition timetable, running from Summer 1.</p>	<p>LD/LB/Pastoral Team/Nursery Managers.</p>	<p>Access to the training sessions provided by Dingley's Promise.</p>	<p>Training sessions completed.</p> <p>Feedback from Transition periods including staff/parental feedback and observation of the impact that transition has had on the pupils.</p>	<p>March/April 2022-September 2022 and then ongoing.</p>
<p>Physical access for disabled adults (staff, parents, visitors) to be improved within the school.</p>	<p>E</p>	<p>1)'Before you visit' section to be added to the Website, giving an overview of the physical environment of the school and signposting visitors to reasonable adjustments we are able to make.</p> <p>2) Disabled parking space to be allocated and appropriate signage displayed.</p> <p>3) Section to be added on contact form, informing us of any barriers to communication between home and school.</p> <p>4) Consultation with PDSS and LEA contractors regarding adaptations</p>	<p>1) LD 2) Site Manager 3) LD and Office staff. 4) LD/HM/RM/DR 5) LD/HM/RM/DR 6) LD/HM/RM/DR</p>	<p>2) Signage and paint to mark out parking space. 3) Adapted Contact form. 4) Personal Care equipment and fixtures/fittings as recommended after consultation. 5) Paint to change door/frame. 6) Equipment as recommended after consultation.</p>	<p>Evidence of completed works done. Evidence of collection of data on contacts form. Evidence of planning for future works.</p>	<p>January 2022-December 2024</p>

		<p>required to the current adult disabled toilet.</p> <p>5) Audit of doorways around school to ensure that frames and doors are contrasting colours.</p> <p>6) Create long term plan for works to make the entrances more easily accessible such as powered gate, push button activated main doors and ensuring that thresholds of doorways are flush to the ground.</p>				
<p>Accessibility for pupils with disabilities to be improved within the school.</p>	E, I	<p>1) Consultation with PDSS about which toilet can be adapted to be a fully accessible pupil toilet and what equipment is needed.</p> <p>2) Budget to be allocated from September 2022-September 2024 for height adjustable furniture or equipment needed to meet the needs of</p>	<p>1) LD</p> <p>2) LD/HM/RM</p>	<p>3) Personal Care equipment and fixtures/fittings as recommended after consultation.</p>	<p>Evidence of completed works done and equipment provided.</p> <p>Evidence of planning for future works.</p>	<p>Jan 2022-December 2024</p>

		pupils with Physical Difficulties				
Pupils with SEND or pupils without prior school experience to be given greater consideration when planning educational visits and visitors.	C,I	<ol style="list-style-type: none"> 1) Information booklets using photographs and symbols to give to parents in good time before the visit/visitor to help prepare the child and reduce parent anxiety. 2) SEN/Language Support TAs to be informed of trips in good time, to allow pretutoring work to be done around the itinerary and expectations of behaviour. 3) Investigations to be carried out prior to booking a trip to ensure that it is safe and suitable for any child with a disability. 4) All trips to be planned to venues with suitable changing facilities for those children who require personal care support. 	Year Group /visit leads to lead on all actions.	1) Communicate in Print symbols.	Observations of children's behaviour and engagement on the trip. Feedback from parents. Evaluation of Educational Visits forms. Feedback from staff.	
All staff in school to be aware of how Sensory Needs	C,I	1) Inclusion Manager to work with C/AT to complete an environmental audit	LD to lead on all actions.	Copy of Environmental/Sensory Audit. Additional C/AT hours.	Learning walks, SEN review meetings, observations of pupils in class,	Jan 2022- July 2022 and ongoing

can be a barrier to learning.		<p>of the school, identifying possible 'trigger' areas.</p> <p>2) Training for all staff on Sensory Over/Under sensitivity.</p> <p>3) Staff to be given strategies for self-regulation for children with identified sensory needs.</p> <p>4) Sensory boxes to be provided in each classroom.</p> <p>5) Continued use and development of the Nurture Room to help children who are experiencing Sensory sensitivity.</p>		Sensory toys for boxes and to replenish nurture room stock.	Progress seen against Progression Framework. Parental, pupil and staff feedback.	g thereafter.
Pupils with communication difficulties to be able to share wishes and feelings.	C,I	Create and embed communication books/boards using PECS/Communicate in Print symbols.	LD	Communicate in Print symbols. SALT/C/AT hours for consultation.	Pupils with barriers to communication are able to communicate their wishes and feelings.	Jan 2022-September 2022.

This plan can be extended and new boxes added to be responsive to the individual school circumstances.

Please submit the 3 year dates of your plan through our website www.beps.org.uk