

## Accessibility Plan

### Purpose of the Plan

The purpose of this plan is to show how Stamshaw Infant School intends, over time, to increase the accessibility of our school for disabled pupils. This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities (SEND) Code of Practice 2014: 0 to 25 years. This plan will be reviewed annually by the Governing Body.

### Definition of Disability

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.

### Legal Background

From September 2002, the Disability Discrimination Act 1995 outlaws discrimination by schools and LA`s against either current or prospective disabled pupils in their access to education. It is a requirement that the school`s accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services (this includes improvements to the physical environment of the school and physical aids to access education;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled (this will include planning to make written information that is normally provided by schools to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of the pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

## **Aims**

We are committed to providing a fully accessible environment and curriculum which values and includes all children and enables them to achieve their very best regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We aim to remove all barriers to ensure that every child can enjoy and fully participate in all aspects of school life and benefit from the full breadth and richness of the opportunities we provide. We are further committed to developing a culture of awareness, tolerance and inclusion within our school.

## **Aims and Objectives of the Inclusion Policy**

The aims of our inclusion policy and practice in this school are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parents and carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To “promote children’s self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others”. (National Curriculum, 2014).

## **Objectives**

This plan sets out the proposals of the Governing Body to increase access to education for disabled pupils in these areas of planning:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

## **The Current Range of Disabilities within Stamshaw Infant School**

The school has children with a range of disabilities which include physical difficulties, moderate and specific learning difficulties, children with communication and interaction difficulties and diagnosis of ASD. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have a number of children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted.

We have competent First Aiders who hold current First Aid certificates. All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Only prescription medicines can be administered by school staff, and only when a consent for has been completed outlining the illness and amount and time of medication, this must be done at the school office. All medication that is given is recorded.

### **Access Audit**

The school comprises of single storey building, with an additional mezzanine level, and was built in the 1898. The school accommodates some 270 school children between the ages of 4 –7 years of age. All classrooms are on the ground floor, as is the hall, which are accessible to all. All entrances to the school are either flat or ramped and all have wide doors fitted. The school office has been fitted with a low reception desk, this being accessible to wheelchair users. There are disabled toilet facilities available at the school, fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked.

### **The Accessibility Plan:**

The plan below sets out our current position and the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA (Disability Discrimination Act 1995 - [legislation.gov.uk](http://legislation.gov.uk))

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

## Accessibility Plan

### **Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum**

<b>Targets</b>	<b>Strategies/Tasks</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To liaise with pre-school. providers to review the potential intake annually	Identify pupils who may need additional to or different from the provision for the rest of the cohort	May-July annually	HT, EYFS Leader, Inclusion Lead, Head of Pastoral	Procedures, equipment, resources, support in place to meet needs.
To ensure staff are aware of pupils' individual needs	Good liaison with feed nursery and classes. Pupils needs clearly identified	Annually	Class teacher, Inclusion Leader, SLT	Pupils needs understand and staff confidence is secure.
To establish close liaison & communication with parents of pupils with SEND	Develop relationship & channels of communication	On-going	Head of Pastoral, Inclusion Lead and class teachers	Positive feedback from parents
To ensure appropriate professional development for staff on inclusive classroom practice and on specific disability issues where appropriate	Audit need and current provision, plan in and organise training	Annually	Inclusion leader and HT	Positive feedback from staff and support provided.
To ensure curriculum planning makes provision for all pupils so lessons address a variety of learning styles and are differentiated appropriately	Differentiation for all pupils and the curriculum supported in all areas. SENCO to monitor and work closely with outside agencies: EP /NHS / SALT ensuring appropriate practice and resources	Ongoing	Inclusion Lead and class teachers	Staff are able to work with outside agencies in ensuring best use of resources and equipment and enabling pupils to access the curriculum with their peers in an appropriate way that builds confidence and self-esteem

To enable effective use of equipment to promote learning where appropriate monitoring of pupils to ensure significant progress is made	All equipment and resources available, safe and appropriate to needs. Review and to monitor equipment and use	Ongoing	Inclusion Lead/ Other specialist professionals to train staff as required.	Staff have appropriate resources /equipment and understanding in use and enabling access for pupils – trained as needed
School visits are to be accessible to all pupils regardless of attainment or impairment	Risk assessments are undertaken prior to the visit. Accessibility assessed and planned for.	Ongoing	Class teachers and SLT	All pupils to experience school visits.

**Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education & associated services.**

<b>Targets</b>	<b>Strategies/Tasks</b>	<b>Timescale</b>	<b>Responsibilities</b>	<b>Success Criteria</b>
To ensure where possible that the school grounds and building are accessible for all and review continuously to ensure safety and full accessibility for all	Complete Accessibility audit to ensure it does not identify any immediate concerns for disabled pupils	Termly/daily	Site Manager and HT	School site checked daily and safety is paramount. Checks discussed with HT
To ensure flexibility in the classroom layout to allow access for pupils to all areas of the school facilities	Classroom layout reviewed regularly to ensure all pupils can access the resources and learning zones within the classroom.	Ongoing	Class teachers and SLT	Pupils able to use the classroom confidently and adaptations ensure an inclusive environment for all pupils.
To review emergency and evacuation procedures for wheelchair access	Ensure all evacuation procedures are updated. Complete PEEP for individual pupils	Termly	Class teachers and SLT	All procedures followed and safe evacuation of all pupils.

### Aim 3: To improve the delivery of information to disabled pupils & parents

Targets	Strategies/Tasks	Timescale	Responsibilities	Success Criteria
To ensure that all parents and all other members of the community can access our information as needed	Provide information in clear print in newsletters etc. For parents, visitors and staff. The school will liaise with LA support services to provide information in simple language, symbols, large print, audiotape or Braille for pupils who have difficulty with standard forms of printed information. Information clearly documented on the school website	Ongoing	HT and SLT	Alternative ways of communication to be agreed and put in place where possible
To maintain & maximise the good efficient use of the school's texting service	Seek feedback from parents about information the information they require. Ensure admin staff send texts well before events or as soon as possible.	Ongoing	HT, admin & teaching staff	Texting service provides value for money.
To support / alternative provision made to ensure that those parents unable to access school for parents for events and parents evenings receive information as required	Opportunities provided for parents to reschedule appointments. Phone calls home / texts / emails / letters and reports sent home. Possible home visits	Ongoing	HT and class teachers	Parents fully informed and receiving relevant information.

**Management, coordination and implementation**

We will consult with experts when new situations regarding pupils with disabilities are experienced.

The Governors and Senior Leadership Team will work closely with the Local Authority and other external agencies.

Reviewed January 2020

Next Review January 2022