



EAGLEY INFANT SCHOOL

ACCESSIBILITY POLICY & PLAN

At Eagley Infant School we believe that,

“Happy children make the best learners.”

In order to ensure our children to achieve their best we will:

- ensure that our school is a place where everyone feels happy, safe, valued and respected;
- help everyone in school to be the best they can be in every way;
- nurture sensitive relationships between our school, families and others who support us;
- have fun and enjoy learning in a meaningful way;
- support our children in becoming independent and responsible learners who are able to make good choices;
- develop skills for life, understanding the role we play in our community and beyond.

These aims underpin everything we do in school and inform the choices we make.

Policy History

Date originally agreed: May 2014

*Date of revision(s):
September 2015
September 2017
September 2020

*subject to any relevant changes in legislation or other appropriate guidelines

CONTENTS

1. Vision Statement
2. Aims and Objectives
3. Current good practice
 - Physical Environment
 - Curriculum
 - Information
4. Access Audit
5. Management, coordination and implementation
6. Action Plan

1. Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At Eagley Infant School the plan will form part of the curriculum section of the School Development Plan and will be monitored by the headteacher and evaluated by the resources sub- committee. The current Plan will be appended to this document.

At Eagley Infant School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

- 1) The Accessibility Plan is structured to complement and support the school's Equality Objectives. We understand that the school will be monitored under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will be advised upon the compliance with that duty.
- 2) Eagley Infant School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- 3) The Eagley Infant School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-
 - Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for

life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;

- Improve and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

4) The Eagley Infant School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

5) Whole school training will recognize the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

6) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- ❖ Business Continuity Plan
- ❖ Equal Opportunities Policy
- ❖ Health & Safety Policy
- ❖ School Prospectus
- ❖ School Improvement Plan
- ❖ Special Educational Needs Policy

7) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

8) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

9) The Accessibility Plan will be published on the school website.

10) The Accessibility Plan will be monitored through the Governor Resources Sub-Committee

11) The school will work in partnership with the governors in developing and implementing this Accessibility Plan.

12) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims and Objectives

Our Aims are:

- ❖ Increase access to the curriculum for pupils with a disability;
- ❖ Improve and maintain access to the physical environment;
- ❖ Improve the delivery of written information to pupils.

Our objectives are detailed in the Action Plan below

3. Current Good Practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. There are very few parts of the school to which disabled pupils have limited or no access.

Curriculum

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

4. Access Audit

The school is an open plan building and several access points from outside. The hall is accessible to all. There is a disabled bathroom with specialised equipment. School staff are trained in the operation of the equipment when relevant. Training is reviewed annually. On-site car parking for staff includes one dedicated disabled parking bay. All entrances to the school are either flat or ramped. The main entrance features a secure lobby, with full accessible to wheelchair users. There are disabled toilet facilities available, one in the Reception area and one near the Out of school/ Year 2 door. All these are fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked.

5. 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 relevant bodies.

6. Action Plan

Aim 1

To increase the extent to which disabled pupils can participate in the school curriculum.		The school works hard to ensure that pupils with SEND participate fully in all aspects of school life. Pupils with SEND attend all trips and residential and reasonable adjustments are made to any clubs or after school activities as appropriate. Risk assessments are carried out and additional staff plus resources are provided if needed.			
SHORT TERM	Targets	Strategies	Timescale Cost	Responsibilities	Success Criteria
	To liaise with Nursery providers to review potential intake for Sept 20	To identify pupils who may need additional to or different from provision for Sept 20 Intake	Sept 2020	HT EYFS teachers	Procedures/equipment/ ideas set in place by Sept 2020
	To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	By July 2021	HT All subject leaders	All policies clearly reflect inclusive practice and procedure
	To further develop close liaison with parents	To ensure collaboration and sharing between school and families.	By July 2021	HT All Teachers	Clear collaborative working approach
	To further develop close liaison with outside agencies for pupils with on-going health needs. Eg Children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel	By July 2021	HT TAs Outside agencies	Clear collaborative working approach

	To ensure full access to the curriculum for all children.	Outside play visits; Employment of specialist advisory teachers; CPD for staff and: • A differentiated curriculum with alternatives offered. • The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects • A range of support staff including trained teaching assistants • Multimedia activities to support most curriculum areas • Use of interactive ICT equipment • Specific equipment sourced from occupational therapy	Jan 2021	Teachers SENCO Ladywood Ed Psych	Advice taken and strategies evident in classroom practice. Identified children supported and accessing curriculum.
MEDIUM TERM	Tasks/Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To review attainment of all SEN pupils.	SENCO/Class teacher meetings/Pupil progress Scrutiny of assessment system Regular liaison with parents	Termly	Class teachers SENCO	Progress made towards ILP targets Provision mapping shows clear steps and progress made
	To promote the involvement of disabled students in classroom discussions/activities To take account of variety of learning styles when teaching	Within the curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) • Wheelchair access • Screen magnifier software for the visually impaired	Ongoing	Class teachers SENCO	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.

		• Features such as sticky keys and filter keys to aid disabled users in using a keyboard • Giving alternatives to enable disabled pupils to participate successfully in lessons within the mainstream school. • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.			
LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To evaluate and review the above short and long term targets annually	See above	Annually	SLT, Core curriculum co-ordinators Governors	All children making at least good progress.
	To deliver findings to the Governing Body	Governors meeting	Annually Termly SEN Governor / SENCO meetings	SENCO SLT/SEN Governor	Governors fully informed about SEN provision and progress

Aim 2

To improve the physical environment to increase the extent to which disabled pupils and families can take advantage of education and associated services		School has a designated disabled car parking space. School can be accessed by wheelchair users as the front door has a push pad and there are ramps to every external door. Disabled toilets are situated near the main office and the school library. School has a sensory garden and raised beds. Areas of the outdoor environment are not accessible to wheelchair users, including KS1 outdoor classroom, FS allotment and parts of the trim trail			
SHORT TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	Improve physical environment of school environment	The school will take account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Sept 2020	SLT	Learning environment is conducive to all pupils
	Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas.	Jan 2021	Teaching and non-teaching staff	Lively and inviting environment maintained.
	Ensuring all pupils and families with a disability are able to be involved.	- Create access plans for individual disabled children as part of IEP process - Undertake confidential survey of staff and governors to ascertain access	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible.

SHORT TERM		needs and make sure they are met in the school and meetings etc. Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events.			
	To ensure that the medical needs of all pupils are met fully within the capability of the school.	Conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	SLT	The medical needs of all pupils are met fully within the capability of the school.
	Ensuring disabled parents have every opportunity to be involved	- Continue use of a parking space for disabled to drop off & collect children - Offer a telephone call to explain letters home for some parents who need this - Adopt a more proactive approach to identifying the access requirements of disabled parents	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	Disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
MEDIUM TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To improve community links	School to continue to have strong links with schools in the cluster and the wider community.	2021	SLT All staff	Improved awareness of disabilities/the wider community of Bolton and the world and their needs Improved community cohesion
LONG TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria

	Continue to develop interactive playgrounds and facilities – quiet area	Look for funding opportunities	2021	Whole school approach	Inclusive child-friendly play areas.
	To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents	2021	PSHE Co-ordinator SLT	No accidents

Aim 3

To improve the delivery of information to disabled pupils and parents.			To improve the delivery of information to disabled parents and pupils. Office staff are aware of parents with disabilities and provide information on yellow paper. Century gothic font is used as it is dyslexic friendly.		
SHORT TERM	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To enable improved access to written information for pupils, parents and visitors.	- School information available in a variety of formats. - Raising awareness of font size and page layouts will support pupils with visual impairments. - Auditing the school library to ensure the availability of large font and easy read texts will improve access. Auditing signage around the school to ensure that is accessible to all is a valuable exercise.	2016	Leadership team Class teachers	
	Targets	Strategies	Timescale	Responsibilities	Success Criteria
MEDIUM TERM	To review children's records ensuring school's awareness of any disabilities	Information collected about new children. - Records passed up to each class teacher. - End of year class teacher meetings - Annual reviews - ILP meetings - Medical forms updated annually for all children	Annually	Class teachers SNAs Outside agencies SMT Office staff	Each teacher/staff member aware of disabilities of children in their classes

		• Personal health plans • Significant health problems – children's photos displayed on staffroom notice board / info kept in separate file in staffroom All about me/Concerns forms completed			
	Targets	• Strategies	Timescale	Responsibilities	Success Criteria
LONG TERM	In school record system to be reviewed and improved where necessary. (Records on Sims/ network/ protected	Record keeping system to be reviewed.	Continual review and improvement	Assessment Co-ordinator/SMT	Effective communication of information about disabilities throughout school.