



## ACCESSIBILITY PLAN 2019-23

### Policy 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. At Chellaston Infant School the plan will form part of the School Development Plan as part of the maintenance cycle and will be monitored by the headteacher and evaluated by the relevant Governors’ committee.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website.

Chellaston 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.

Chellaston 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 disabled pupils, expanding the curriculum as necessary to ensure that disabled pupils are as equally prepared for life as are the non-disabled pupils. 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 disabled pupils, staff, parents and visitors.

**This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents... •**

Premises Plan

- Behaviour Management Policy
- Teaching, Learning and Assessment Policy
- Evacuation Plan
- Equal Opportunities Policy
- Health & Safety Policy
- School Prospectus
- School Development Plan
- Special Educational Needs Policy

## **Aims and Objectives Our**

### **Aims are to:**

- 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

## **Current good practice**

We aim to ask about disability or a 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 on a regular basis through discussions with parents and outside agencies.

## PHYSICAL ACCESS

Improving the Physical Environment of schools

	Targets	Strategies	Timescale	Expected evidence to show achievement	Outcome achieved ?
<b>Short Term</b>	Ensure that there are no physical barriers to access for pupils with a range of disabilities.	To review at least annually as part of the review of School Development Plan  Ensure disabled toilets located between c1&2 and 3&4 and c12&13 are kept free from use as additional storage so that pupils with disabilities can use those facilities	Annually	Regular review of the premises	<b>Yes</b>
<b>Medium Term</b>	To review regularly parking facilities/arrangements for disabled children/parents.	Review intake of new pupils/parents/staff with disability.  Place children into suitable classes taking into account all abilities and motability issues	Annually	Arrangements for parking discussed and agreed.	<b>Yes</b>
	Children have opportunities/access to learn outside	Teachers plan to use and do use outdoor space as appropriate	Annually	Equality of access for all pupils.	<b>Yes</b>
<b>Long Term</b>	<b>Replace temporary buildings to permanent.</b>	<b>Ongoing request of LEA to consider feasibility.</b>	<b>Ongoing</b>	<b>All classes linked to main building, with a separate foundation stage unit.</b>	<b>Yes</b>

## CURRICULUM ACCESS

Increasing the extent to which disabled pupils can participate in the school curriculum

	Targets	Strategies	Timescale	Expected evidence to show achievement	Outcome achieved?
<b>Short Term</b>	Ongoing medical training as need arises.	Training provided as required/ necessary and update medical book annually	Ongoing every year	Staff have up to date training and can deal with medical issues	<b>Yes</b>

	Individual healthcare plans for specific children i.e. class name, brief description, healthcare plan, guidance etc	Teachers to make individual plan	Annually Autumn term	All staff have knowledge about specific children's issues	<b>Yes</b>
	IDP training (SLCN and ASD)	SENCO to signpost relevant materials	Ongoing	All staff have up to date knowledge about children with SLCN and ASD and can cater for those children	<b>Yes</b>
	Children supported by Learning Mentor as appropriate	Continued use of Learning Mentor to talk through children's problems/working with parents.	Ongoing every year	Children/ parents feel supported as necessary	<b>Yes</b>
	Continue to give full access to ensure we are an inclusive school	SENCO and teachers to ensure all children are fully included in all aspects of education. Reasonable adjustments are made by the school to ensure all children have access to all learning experiences	Ongoing every year	All children fully included	<b>Yes</b>
	Review teaching support for individual cases i.e. top-up, differentiated timetable.	SENCO to apply for additional funding as required.	ongoing every year	Children have additional support as necessary	<b>Yes</b>
	Ensure all children are able to find their way around school, irrespective of any disability	Children have additional support as required on entry to school (SENCO to apply for transition grants as necessary) until they become familiar with the environment and are confident to find their way around with little intervention from adults	Ongoing as necessary	All pupils are able to find their way around school	<b>Yes</b>
	All children given opportunities to access clubs.	Extended School Leader to monitor extended schools provision offered to all pupils	Ongoing	All children offered extended services	<b>Yes</b>
<b>Medium term</b>	<b>Range of children represented on school council.</b>	<b>School Council Leader to monitor children represented on school council – are all groups/ cultures/ ethnicity/ ability groups represented?</b>	<b>Annually in Summer term</b>	<b>All groups are represented on school council</b>	<b>Yes</b>

## ACCESS TO ACHIEVE

Improving the outcomes for children with identifiable barriers to learning

	Targets	Strategies	Timescale	Expected evidence to show achievement	Outcome achieved?
<b>Short Term</b>	To improve the achievement of children from low income and disadvantaged families	<ul style="list-style-type: none"> <li>Track children carefully</li> <li>Plan effective quality first teaching</li> <li>Introduce pre learning tasks and specific interventions</li> <li>Enrich curriculum through visits/visitors and experiences</li> </ul>	On-going	Tracking data Intervention Summaries Pupil Premium Trackers Case Studies	<b>Yes</b>
	To improve the achievement of children with SEN&D	<ul style="list-style-type: none"> <li>Track children carefully</li> <li>Plan effective quality first teaching</li> <li>Staff training into effective teaching of SEN&amp;D children</li> <li>Provide interventions/resources</li> </ul>	On-going	Tracking Data IEPs Provision maps	<b>Yes</b>
	To narrow any gender gaps in attainment data from ELGs, Y1 Phonics Screening and KS1 SATs	<ul style="list-style-type: none"> <li><b>Track gender group attainment carefully</b></li> <li><b>Identify barriers to learning</b></li> <li><b>Plan specific interventions</b></li> <li><b>Ensure curriculum engages boys and meets their needs</b></li> <li><b>Plan pre learning tasks to boost self-esteem and confidence</b></li> <li><b>Accelerate progress through intervention and quality first teaching</b></li> </ul>	On-going	<b>Tracking Data Planning</b>	<b>Yes</b>

## ACCESS TO INFORMATION

Improving the Delivery of Information to Disabled Pupils

	Targets	Strategies	Timescale	Expected evidence to show achievement	Outcome achieved?
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<b>Short Term</b>	<b>To audit new pupils/ parents To provide full access to disabled parents/ children with up to date information</b>	<b>Information to be collected at ‘new parent’ meetings in Summer before the new Reception children start in the September of the same year. Create alternative means of communication as needs are identified such as enlarged print, text messaging service, signing service and posting letters etc. SENCO/ Governors/ Headteacher keep up to date with services available through LA to support this</b>	<b>Annually summer 2  ongoing</b>	<b>All parents/ pupils are kept informed, irrespective of any disabilities Progress reported through Governors’ Annual Report to Parents</b>	<b>Yes</b>
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