

Accessibility plan



Town Lane Infant School Accessibility Plan 2021 - 2024

Approved by: Governors

Date: October 2021

Next review due by: October 2024

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1. Aims

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

The school has set the following priorities for the development of the vision and values that inform the plan:

- To educate each child according to his or her aptitudes physically, intellectually, socially, emotionally and spiritually and to encourage each child to reach his or her potential to function in society now and in the future.
- To be able to communicate effectively for many purposes by speech, reading, writing and numeracy.
- To develop an enquiring mind and to be able to solve problems logically.
- To enjoy and have an appreciation of the arts.
- To develop a sense of caring for each other and for the environment.
- To acquire religious and moral values and have respect and tolerance for other races, religions and ways of life.
- To appreciate the achievements of others.

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, the complaints 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 and governors of the school.

2. 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.

This policy complies with our funding agreement and articles of association

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010 for the year 2021-2022

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
<p>Increase access to the curriculum for pupils with a disability</p>	<ul style="list-style-type: none"> • Ensure that children with SEND needs receive high quality support that promotes their achievement and well-being • Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to ensure it meets the needs of all pupils • All parents able to access SEN/D information and the Local Offer. Parents can see their child's curriculum learning opportunities and other information related to school life 	<p>Barriers to learning will be removed and children will reach their full potential</p> <p>Children's needs will be identified and will be supported to make accelerated progress</p> <p>Communication for sensory impaired pupils will improve</p> <p>Pupils with communication difficulties will have access to strategies to support them e.g. alternative models, forced models, repetition, rephrasing, etc.</p> <p>All pupils in EYFS will have their language skills assessed and pupils with difficulties will be identified and supported to reach age related expectations</p> <p>Pupils who have been identified with barriers in learning will be assessed and supported to improve</p> <p>Provide a range of texts relating to pupils with disabilities and medical conditions to support the wider school community to understand and empathise with SEN/D children</p>	<p>Visual timetables provided to support children with ASC/anxiety and/or literacy difficulties</p> <p>High quality staff training required to support all needs - use of Educare/face to face training</p> <p>Support from external agencies within school</p> <p>Continue to provide WellComm screening and intervention programme for children with language difficulties</p> <p>Use of the NELI intervention for targeted pupils</p> <p>Access specialist assessment provision from SENAAT to identify needs and plan appropriate programmes of support</p> <p>Access specialist assessment provision from ADHD Foundation to identify needs and plan appropriate programmes of support</p> <p>Pupils with developmental delay in speech and language or in physical development will be supported to make accelerated progress</p> <p>Access help from specialist speech and language therapists and for younger pupils Health Visitors and NHS nursery nurses</p> <p>Written information will be provided in alternative languages/formats as necessary</p> <p>Children will be supported to learn about SEN/D conditions and will begin to understand how different conditions can impact on the lives of others</p> <p>Continue to provide Jigsaw programme for PHSE/ Emotional Literacy support through ELSA – improved well-being and mental health</p>	<p>JJ</p> <p>JJ KL</p> <p>JJ KL</p> <p>JJ SP</p> <p>JJ</p> <p>JJ</p> <p>KH/JJ</p>	<p>2021</p> <p>As required</p> <p>Annual throughout the year</p> <p>Planned meetings throughout the year</p>
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AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled toilets and changing facilities • Wheelchair access via main entrance • Improvements to toilets have taken place in F2 areas • Alterations to the library/ICT areas • The provision of particular equipment will improve access for sensory impaired pupils • Increased access to learning – new classrooms, ICT suite/library, F1 2/3-year-old provision • Flexible entry for children with disabilities at lunchtime – avoiding ‘environmental noise which causes distress’ 	<p>To ensure all pupils can access the physical environment</p> <p>Improve outdoor learning environments for all pupils – including those with SEN/D</p>	<ul style="list-style-type: none"> • New ramp access built at the front of school for access at the back on one classroom • Improve access to play equipment for children with disabilities. Look at investment in accessible play equipment for children with disabilities. This could partially be funded by possible external bids • On-going work outdoors – as part of our forest schools provision 	<p>KL KM</p> <p>KL</p>	<p>Autumn 2021</p> <p>Throughout</p> <p>Ongoing</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY
<p>Improve the delivery of information to pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Information for disabled pupils – visual timetables provided to support children with anxiety and/or literacy difficulties • Provide a symbol system for sensory impaired pupils • Provide WellComm screening and intervention programme for children with language difficulties • Support from SENAAT, school nurse, 	<p>To support all pupils to have access to information</p>	<p>Include details in Personal Centered Profiles for required support. This could include hearing, enlarged fonts, visualisers, environment adaptations etc</p> <p>Continue to provide simplified language for pupils with language and communication difficulties Provide NELI intervention for children with language difficulties Continue to build on success from the support from specialist speech and language therapists SLA and for younger pupil's health visitors</p> <p>Continue to ensure that information is translated into a wide variety of languages for parents of disabled pupils</p> <p>Use of technology to support pupils to access information</p> <p>Information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems Access to translators, sign language interpreters to be utilized.</p>	<p>JJ</p> <p>KL SP</p> <p>JJ</p> <p>KL</p> <p>KL/ JJ</p> <p>KL</p> <p>KL</p>	

4. Monitoring arrangements

It is the responsibility of the Headteacher and Governing Body to monitor the effectiveness of this Accessibility policy by

- Monitoring the progress of children with disability and analyzing cohort data
- Assess the impact of this plan through regular review of the action plan above.
- Provide training for staff in accessibility needs and raising awareness of disability discrimination. The Governing Body and Headteacher will review this policy every three years, or earlier if considered necessary

It will be approved by

5. Links with other policies

This policy should be read in conjunction with the following policies:

Equality Policy

SEN Policy and information report

Health & Safety Policy

Teaching & Learning Policy