



Warden Hill Infant School Accessibility Policy

Introduction

The Governing Body recognise that pupils and staff with disabilities should be afforded the same opportunities as other pupils and staff as outlined in The Disability Act 2001. They would also extend this statement to encompass parents of our pupils, governors, friends of the school and any visitors to the school.

Definition of a Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse affect on his or her ability to carry out normal day-to-day activities. The DDA uses a broad definition of 'disability' which covers physical disabilities, sensory impairments and hidden impairments such as mental illness or mental health problems, learning disabilities (e.g. dyslexia), diabetes and epilepsy.

Aim

The primary aim of the Governing Body is to achieve full access to the curriculum for pupils with disabilities. This will be achieved by maintaining an **accessibility plan**. Our main duties are to treat disabled pupils as favourably as all other pupils and to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.

Accessibility Plan

The Accessibility Plan will outline ways in which the Governing Body is seeking to achieve full access to the curriculum for pupils with disabilities. In so doing, it is hoped that full access to the building and grounds will also be afforded to adults with disabilities.

The process of creating and maintaining the Accessibility Plan (AP) is as follows:

- audit the physical accessibility to all areas of the school and outline areas for improvement
- include prioritised and manageable improvements in the annual School Development Plan
- consider issues regarding access to the curriculum when reviewing curriculum and management policies
- recognise and take advantage of any other unplanned opportunities to improve accessibility that may occur during the year
- consider further advice when issued by the DfE
- review the above plan annually in the spring term prior to the writing of the next school development plan

- report in newsletters about future accessibility actions
- This plan will be made available upon request to any current parent or prospective parent who requests it. This plan will be shared with Senior Management and will inform relevant aspects of the school's development plan.

Supporting Policies: Equality, SEND, Behaviour and Anti-Bullying Policies.

The Audit

The following accommodation issues limited full access.

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| <p>External Access Movement within building</p> | <ul style="list-style-type: none"> • Limited number of external ramps to classrooms. • Narrow doorways and 'corridors' therefore there is a need to maintain 'corridor' space within the corridors and within each room. |
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Achievements for future

- Future disabled parking bays to be outlined in our car park if adequate space
- Provision of ramps to all exterior doors to classrooms if needed.

Main Objectives for 2018/19

- Providing regular staff training to support pupils with special needs and disabilities.
- Annual audit of all stakeholders to ensure accessibility within school is adequate to access all areas (particularly prior to the new academic year).
- To monitor and analyse achievement of disabled pupils and act on any trends or patterns in the data that require any additional support for pupils.
- Ensure that the curriculum supports role models and heroes that young people positively identify with, which reflects the school's diversity.
- Recognise and represent the talents of disabled pupils in the G & T programmes and ensure representation.
- Ensure that displays around the school promote diversity.
- Ensure that disabled pupils are given the opportunity to make a positive contribution to the life of the school.
- Promote Governor vacancies in accessible formats, welcoming applications from disabled candidates.
- Ensure that all disabled pupils have access to the full curriculum.
- Ensure that the school's website is accessible to disabled groups.

Review The Resources Committee will review this policy annually. The next review date is March 2019.

WARDEN HILL INFANT SCHOOL Accessibility Action Plan 2018

Definition: 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.

| | Targets | Strategies | Outcome | Timeframe | Goals achieved |
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| Short term | Availability of written materials in alternative formats and in languages other than English where appropriate. | Information/services available through LA for converting written information into alternative formats to be obtained should the need arise. | School will be able to provide written information in alternative formats if necessary. | Spring Term 2018 | |
| | To ensure that the impact of all school policies and procedures is assessed. | Governors to consider creating a set of questions that will enable the impact of school policies and procedures to be assessed | All school policies are explicitly inclusive and show awareness of the needs of disabled people | Spring Term 2018 | |
| | To continue declaring the school as an equal opportunities employer in all advertisements and to ensure that all recruitment processes are inclusive | Resources committee and interview working parties to seek advice from HR where necessary and to consider equal opportunities in all processes | All future appointments to be made with equal opportunities, including disability equality, in mind | Spring Term 2018 | |
| | The school will create parking spaces for disabled parking if needed | The caretaker will organize spaces when needed within the school car park. | Spaces will always be available on request when needed. | Spring Term 2018 | |
| | To ensure that all school | All members at meetings | Those with hearing | Spring Term 2018 | |

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| | meetings are accessible to those with hearing difficulties | to speak clearly whenever possible Those chairing meetings to ensure that questions are addressed separately to anyone with a hearing impairment | impairments who are present at meetings are able to access information and follow proceedings | | |
| | All staff to be informed about the needs of pupils joining the school during the academic year, in September 2017 and beyond. This to happen prior to entry wherever possible | Staff meetings to be held. Specialist staff to be invited into school as appropriate. Transition meetings to be held with all relevant parties | All pupils to be fully supported by all school staff. Staff to be aware of any specific needs | Spring Term 2018 | |
| | Information about all children with disabilities to be kept in individual classrooms and made available to all staff including supply teachers | SEND folders to be kept on display in classes and to be updated termly and when information about disability changes (SEND Leader to be responsible) | All staff to be fully aware about children's disabilities and how they need to be managed. | Spring Term 2018 | |
| | All letters to parents and carers about school productions, meetings and other events to ask for information about any special needs regarding accessibility | Letters to include a question as standard | All parents and carers at meetings to have their access needs fully met | Spring Term 2018 | |
| Medium Term | To continue creating a Science Area that is fully accessible Priorities: <ul style="list-style-type: none"> The Science area to be wheelchair | Ensure bark is in place, and sufficient space for a wheelchair | All wheelchair and disabled users will be able to access Science area | Autumn 2018 | |

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| | <p>accessible</p> <ul style="list-style-type: none"> • Multi-sensory opportunities to be created | | | | |
| As needed | To improve the provision of staff at after-school clubs to support children with Education Health and Care Plans | To consider ways in which we can provide funding to support these needs. | Additional funding arranged to employ suitably qualified, 1-1 support, where necessary, at school clubs. | As required | |
| | To consider the provision of suitably adapted vehicles providing transport for school trips so that support is available for any child who needs it | To investigate companies providing such vehicles To investigate possible funding sources | All vehicles used will be able to transport all those who are involved in the trip | As required | |
| Ongoing items from previous plans that have now been addressed but are continually reviewed | | | | | |
| | To review the accessibility of our school website, blogs and e-mails for those with visual impairments and to make improvements where necessary | To seek advice from RNIB (visual impairments) | A website which meets the needs of those with visual impairments | Summer 2016 | Contrast, standard readable font. Images with alternate text are all considered. Website can be translated into 50+languages Empty links are removed. |