

Accessibility Plan

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 Equality Act 2010 and Equality Duty 2011. There are responsibilities upon schools to remove discrimination against pupils with disability. It requires schools to make 'reasonable adjustments' to their policies, procedures and practices to accommodate pupils with disability more fully in school life. There is a duty on schools to state what action they have taken to improve access and to have an Accessibility Plan. 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 effect 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 key aims of this plan are to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to increase disabled pupil's physical access to education and extracurricular activities.
- Improve the delivery of information to disabled children and young people; using formats which give better access to information.
- Provide continued education as normally as the condition allows.
- Reduce the risk of lowering self-confidence and educational achievement.
- Promote equal access to education for all children.
- Establish effective liaison.
- Ensure that prompt action takes place.

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.

Role of the Governing Body

This Accessibility 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 under the Equality Act 2010.

The three key duties are to:

- Increase the extent to which disabled children and young people can engage in the school curriculum.
- Improve the physical environment of the school to increase disabled pupils' physical access to education and extra-curricular activities.
- Improve the delivery of information to disabled children and young people, using formats which give better access to information.

The responsibility for the Accessibility Plan lies with the Governing Body and Headteacher. It is a requirement that the school's Accessibility Plan is resourced, implemented, and reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Health and Safety

The Equality Act 2010 does not override health and safety legislation. If making a particular adjustment would increase the risks to the health and safety of any person (including the disabled pupil in question) then this is a relevant factor in deciding whether it is reasonable to make that adjustment. However, as with the approach to any question of health and safety and risk assessment, schools are not required to eliminate all risk. Suitable and sufficient risk assessments should be used to help determine where risks are likely to arise and what action can be taken to minimise those risks. Risk assessments should be specific to the individual pupil and the activities in question. Proportionate risk management relevant to the disability should be an ongoing process throughout a disabled pupil's time at the school.

There might be instances when, although an adjustment could be made, it would not be reasonable to do so because it would endanger the health and safety either of the disabled pupil or of other people. There might be other instances where schools could make anticipatory reasonable adjustments in line with health and safety legislation, ensuring compliance with, and not infringing, that legislation.

School Context

Warden Hill Infant School currently has 359 children on roll in YR-Y2. There are 47 children on our Special Needs Register including 5 with an Educational, Health and Care Plan. Their difficulties include a number of children with an autistic spectrum disorder, hearing impairments, cerebral palsy and a number of children with specific medical needs including, speech disorders, global developmental delay, epilepsy and children who have a life-threatening allergy.

Existing Good Practice in School

Access and participation to the curriculum

- Visual prompts and resources including visual timetables are used to facilitate access for all pupils where these are seen to be helpful
- Disability awareness is promoted in the curriculum, through assemblies and specific events.
- Staff working with pupils with disabilities receive specialist training.
- Thorough risk assessments are undertaken as required and take full account of the needs of disabled children, for example a named adult will provide 1:1 support if appropriate.
- Disabled pupils are able to access a range of activities and clubs beyond the school day.

Access to the physical environment

- The school is accessible for wheelchairs and frames. Corridors and routes are kept clear of obstacles.
- A Nurture Room provides a place where children can take time out.

The delivery of information

- Pupils on roll receive support from specialist services e.g. Occupational Therapists, SALT, Educational Psychologist.
- Staff member provides a support group for parents and carers of children with SEND.

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

Main Objectives for 2019/20

- 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 2020.

WARDEN HILL INFANT SCHOOL
Accessibility Action Plan 2019

Increasing access and participation to the curriculum for pupils with a disability

Aim	Current good practice	Actions to be taken	Outcomes	Time Frame
<p>Ensure the school curriculum is fully accessible to all pupils including those with a disability</p>	<p>Use of visual timetables</p> <p>Additional aids available e.g. pencil grips, coloured overlays</p> <p>Specialist agencies visit regularly to support staff & pupils e.g. OTs, dyslexia, SENSS, EP</p>	<p>Distribute registration form at the beginning of each year to ensure data held in school is accurate and up-to-date regarding disability and medical needs</p> <p>Annual questionnaire to parents to gain their views.</p> <p>Ensure all staff have access to the information</p>	<p>Disability and Medical Registers are up-to-date</p> <p>Data gained for use to update of the Scheme and Action Plan.</p>	<p>Start of each academic year</p> <p>Ongoing</p>
		<p>Identify and address training needs of staff to understand and meet the needs of disabled pupils</p>	<p>Support staff and teachers receive appropriate training, including annual epi-pen training.</p>	<p>Ongoing</p>
		<p>Provide specialist aids, equipment and ICT to promote disabled pupils' access to the curriculum</p>	<p>Disabled pupils have access to equipment appropriate to their needs.</p>	<p>Ongoing to meet identified need</p>
<p>Ensure Health Care Plans and Risk Assessments enable children with disabilities to have full access as far as possible</p>	<p>Advice sought from specialist advisors</p> <p>Statements and EHCP are used to create individual programmes of study</p>	<p>Parental and external advice sought as necessary including from specialists to input into HCP & Risk Assessments</p> <p>Risk Assessments to ensure access to educational visits prior to visit</p>	<p>Children with disabilities access school trips, special events, after-school clubs etc</p>	<p>Ongoing</p>
<p>Staff to be aware of Accessibility Plan and show that they are using it within their teaching and learning</p>	<p>Support for individuals and their personalised needs identified in teachers planning</p>	<p>Revisit Plan annually, share progress / outcomes with all staff</p> <p>Review curriculum and other policies (in line with review cycle) to ensure they clearly define their role in promoting equality for all members of the school community.</p>	<p>Inclusion Statement, policy and practice permeates all aspects of the life and work of the school.</p> <p>Inclusion Statement is reflected in all policy documentation.</p>	<p>Ongoing</p> <p>Ongoing as documentation is reviewed</p>
<p>To ensure new pupil due in reception class for Sept 2019, has full access to the curriculum</p>		<p>To meet with parents and relevant services</p>	<p>Equipment, resources etc are in place before September start</p>	<p>Commence June 2019</p>

Improve and maintain access to the physical environment, so that disabled pupils can take better advantage of the education, benefits, facilities and services on offer.

Aim	Current good practice	Actions to be taken	Outcomes	Time Frame
Access for disabled members of the school community is considered at external steps	Warden Hill Infant School is accessible for wheelchairs and frames, with the exception of the route through the external steps to the Year 2 corridor. A hand rail is available or an alternative route through the classroom doors	Advice of specialists sought if needed. Edge steps with yellow paint	Clear and safe access around the school	As appropriate

Improve the availability and accessible information to disabled pupils

Aim	Current good practice	Actions to be taken	Outcomes	Time Frame
School to be aware of services available to support children with a range of SEND	Pupils on roll receive support from specialist services e.g. OTs, SALT, SENDS, EP Staff member provides support group for parents of children with additional needs	Access training to meet the needs of individual pupils when and where appropriate.	School aware of any special provision required to meet the needs of individual disabled pupils and others, and who to contact to access help, support and guidance; and relevant training and development.	Ongoing