



# **Accessibility Policy and Plan**

## **Healdswood Infant and Nursery**

### **School**

#### **2024 - 2027**

The Accessibility Policy and Plan in respect of Healdswood Infant and Nursery School has been discussed and adopted by the Governing Board

**Chair of Governing Board:**

Mrs L Knott

**Head Teacher:**

Mrs J Renshaw

Agreed and ratified by the Governing Board on: September 2021

Policy Review Date: September 2027

## Aims

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in schedule 10, relating to Disability, of the Equality Act 2010. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled students", issued by DfES in July 2002.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility, and to developing a culture of awareness, tolerance and inclusion.

We routinely carry out risk assessments on staff and pupils who have disabilities. The SENCO is responsible for the needs of pupils and the Head Teacher carries out risk assessments which relate to staff personal needs. LA advice is sought as appropriate.

This Accessibility Plan contains relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are their peers. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also includes the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities.

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.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

## 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

## **Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body alongside senior staff.

## **Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk Assessment Policy
- Special Educational Needs and Disabilities Policy
- Health and Safety Policy
- Complaints Policy and Procedures

## **Action Plan**

### **Contextual Information**

Healdswood Infant and Nursery School is a single storey building with relatively wide corridors and several access points from outside. The land upon which the school and nursery are built is flat. All access points are flat and level or ramped thereby ensuring easy access for wheelchair users. Main doors into the school and nursery building are wide and accessible for wheelchair users.

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

There is one disabled toilet within the main school building which is equipped with handrails and emergency pull cords.

Onsite parking for staff and visitors is available close to the main entrances into school and nursery and a disabled bay is available.

Evacuation plans in place ensure all staff are aware of responsibilities. A full review would be carried out should it become necessary. PEEPs are completed for children where appropriate.

Any future improvements and/or refurbishment of the site and premises will take account of the needs of children and visitors with physical difficulties and sensory impairments.

<b>Improving Access to the Physical Environment</b>				
<b>Target</b>	<b>Strategies</b>	<b>Completion Date</b>	<b>Responsibility</b>	<b>Success Criteria</b>
1.School is aware of the access needs of disabled children, staff & parents/carers	Create access plans for individual disabled children/adults as part of the IEP process. To consult and work with the whole school community to gather appropriate information.	On entry to school	SENCO Class teacher	Individual plans in place for all disabled stakeholders. Use information gathered to plan adjustments.
2.Ensure that all disabled pupils can be safely evacuated.	Put in place Personal Emergency Evacuation Plans for pupils where appropriate. Ensure designated staff are aware of their responsibilities. Regular evacuation practices (known and unknown).	On entry to school Reviewed yearly	Headteacher Governors Designated Staff	All disabled children can evacuate the building safely and quickly in an emergency. Staff are confident in evacuation strategies.
3.Equipment in disabled toilet can be accessed by disabled stakeholders with the support of staff as appropriate.	Ensure a sufficient number of teaching assistants and midday supervisors are trained in the use of disability specific equipment.	On entry to school Reviewed yearly	Headteacher Teaching assistants Lunch time Play Leaders.	Staff are competent and confident in using the equipment in the disabled toilet to enable use by disabled stakeholders.
4.Ensure calming environment for all children.	Curiosity approach continued throughout school	Ongoing	All staff	Calming and inviting environment maintained.
5.Improve signage and access for visually impaired stakeholders.	Replace all light bulbs immediately when dud. Obtain advice on appropriate styles and colours for signs.	Ongoing	Headteacher Site Manager	Signage and access for visually impaired stakeholders is clear. Communication Friendly Print around school.

6.Ensure visually impaired pupils can access climbing equipment and PE equipment.	Bright yellow tape to be stuck around the edges of climbing equipment and PE equipment. Teaching Assistants there to support.	On entry to school	Headteacher Site Manager	Visually impaired pupils can access climbing equipment and PE equipment safely because they can see the edges of this equipment.
7.Ensure all grounds are safe and reviewed regularly	Regular Health and Safety audits.	Ongoing	Headteacher Governors Site Manager	Safe environment maintained.
<b><u>Improving Access to the Curriculum</u></b>				
Target	Strategies	Completion Date	Responsibility	Success Criteria
8.To ensure that teaching and learning activities provide opportunities for all pupils to achieve.	Lessons and activities address a variety of learning styles and are effectively differentiated. Children have opportunities to work individually and also co-operatively and collaboratively in pairs, groups and whole classes. ICT is used to support disabled pupils' access to the curriculum. IEPs formulated and shared with staff, including parents and external agencies as and when required. Provision cost mapping ensures best value is achieved for pupils with additional needs. School accesses appropriate resources specific to a pupils' needs,	Ongoing	Headteacher All staff Governors	Observations of lessons and learning walks and scrutiny of children's work confirm effective differentiation. All pupils are making at least good progress as confirmed by assessment and tracking data, and Foundation Stage scores and End of Key Stage Teacher Assessments.

	eg. special grip pens, coloured overlays, writing easels, chair supports, etc.			
9.To ensure all staff are aware of disabled children’s curriculum access.	Specific staff training for teachers, teaching assistants and midday supervisors who support disabled pupils, eg. training in use of Makaton to support pupils with communication difficulties, training on standing frames from OT and Physio.	Ongoing	Headteacher All staff	Staff aware of how they can meet the needs of individual children with a diverse range of learning and behaviour needs. Staff trained and feel confident in supporting specific pupils.
10.To continue to train staff to enable them to meet the needs of children with a range of SEND.	SENCO to review the needs of the children, make observations, provide suggestions and training to make the curriculum as accessible as possible.	Ongoing	SENCO Headteacher Governors	All staff are in the best possible position to modify and provide a curriculum that all children can access. Increase in access to the curriculum for all.
11.Monitor and track progress and achievement of pupils with additional needs.	SENCO and class teacher meetings. Pupil progress meetings evaluate the progress of pupils with additional needs in each class. Regular liaison with parents. Use of B Squared Assessment Tool	Ongoing	Headteacher SENCO Class teacher	Children with additional needs are making at least expected progress.
12.To ensure all pupils participate in physical activities.	Individual access plans for disabled pupils. Advice taken from external agencies and parents.	Ongoing	Headteacher SENCO Designated staff	All children participate fully in all physical activities.

	Staff trained to enable pupils to access all physical activities. Risk assessments undertaken for specific pupils.			
13.Ensure all school trips are accessible to all.	Individual risk assessments undertaken for specific pupils. Site visits undertaken by designated staff prior to the visit. Involve parents in decisions. Provide extra support for vulnerable pupils.	Ongoing	Headteacher Designated Staff	All children able to take part in school trips safely and confidently.
14.To include positive images of disability in assemblies and the curriculum.	Use of resources and contexts to promote positive images of disability. Disability equality issues incorporated into PSHE planning.	Ongoing	Headteacher All staff PSHE lead	Resources reflect positive images of disability. All children have an increased knowledge and understanding of disability issues. Pupil and parent questionnaires. Very low incidences of poor behaviour recorded.
<b><u>Improving Access to Information</u></b>				
<b>Target</b>	<b>Strategies</b>	<b>Completion Date</b>	<b>Responsibility</b>	<b>Success Criteria</b>
15.To provide information that is accessible and easily understood by all.	School information is written in easily understood language. School staff assist parents to access information and to complete forms/documentation.	Ongoing	Headteacher All staff Governors	Stakeholders can access desired information and understand such information. Communication with stakeholders is effective.

	<p>Ask parents how they wish to access information.</p> <p>School's website is used to communicate information to stakeholders.</p> <p>All staff to take care when writing letters and information to try and avoid jargon and complex language.</p> <p>Headteacher to check all information before it is issued.</p> <p>Information may need to be produced in different formats, eg. large print.</p> <p>Designated staff trained in use of sign language/Makaton to effectively communicate with parents/carers/governors.</p>			<p>Stakeholder satisfaction evaluated through questionnaires.</p>
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Written by: J.Stretton-Clarke  
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