



ACCESSIBILITY PLAN

2017-
2020

This Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. This accessibility plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by Banks Road Infant and Nursery School.





Definition (Equality Act 2010)

“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” Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘**substantial**’ means ‘**more than minor or trivial**’. ‘**Long-term**’ means **has lasted or is likely to last more than 12 months**.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term**. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis.

A significant number of pupils are therefore included in the definition.

Normal day-to-day activity

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- continence;
- ability to lift, carry or otherwise move everyday objects;
- speech, hearing or eyesight;
- memory or ability to concentrate, learn or understand;
- perception of risk of physical danger.



The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three year period ahead of the next review date. This plan reflects new statutory requirements for the setting of Equality Objectives.

The Accessibility Plan is structured to complement and support the school's Disability Equality Scheme, and will similarly be published on the school website. We are committed to providing an environment that enables full curriculum access that values and includes all students, 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 reinforcing our culture of inclusion, support and awareness within the school. The Banks Road Infant and Nursery School Accessibility Plan shows how access is to be improved for students with disabilities, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

Increase access to the **curriculum** for students with a disability, ensuring that students with a disability are as, equally, prepared for life as are our students who do not have a disability; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); 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.

Curriculum – The Current Position We believe that we have made good progress in the following areas:

- The development of an enhanced resource/room for Nurture.
- The new data system, Eazmag, is available for all staff.
- Advanced planning for students based on good information from external agencies.
- Liaison with external services and agencies regarding individual pupils (physical, sensory, behaviour).
- High quality targeted intervention support and individual target setting arrangements.
- Providing intervention strategies which are regularly monitored for quality of impact.
- Ensuring that Access Arrangements are made for assessments such as end of KS1 SATs (one to one support etc.)
- Developing outstanding learning (at appropriate individual level) and teaching across the school.
- Development of review meetings (enabling all students to discuss their learning and progress and involvement in their target setting).
- Using 'P Scales where appropriate to measure the progress and achievement of specific students and set attainable targets with high expectations
- Ensuring that school visits and trips are accessible for all students
- Using a range of teaching methods and styles to facilitate access for all students – e.g. appropriate use of language; questioning techniques; pair work; group work; 'mind-friendly' learning techniques to suit all learning styles – visual/ auditory / kinaesthetic, etc.
- Setting of pupils in KS1 subjects, with support from the Teaching Assistants (Phonics)



Additional areas of need for development: 2017

- Use of alternative assessment methods to track small steps of progress for our children with high level needs

Areas developed since 2014

- Liaising with parents and external providers to ensure all children access off site educational opportunities
- Audit to look at Dyslexia and ASD friendly classrooms
- EAL – with a focus on communication needs of parents

Access to Physical Environment :

Improve 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;

Physical Access – The Current Position

- Accessible toilet facilities available in main school building and Nursery building. (1 classroom in each year group and adapted taps)
- Space for small group work and individual work for targeted learners in shared areas between classes.
- A physical environment that is safe and welcoming.
- Handrails on outdoor steps
- Coloured kerbs and edges of steps
- Clear visual signage

	Targets	Strategies	Success Criteria	Lead Person	Timescale	Review February 18
Short Term	All parents are asked if they require access arrangements for Parents Evening	Through newsletters and email	School environment accessible to all.	Head teacher	On-going	School accessible for all. New entrance includes a ramp and grab rail.
	To ensure that all relevant	Rachael Morris to	All staff involved will be	SENCo	On-going	All TAs have



	staff are fully trained in safe moving and handling of children with special needs. Raising awareness of poor practice.	Liaise with PDSS and disseminate information to relevant staff.	aware of the promotion of good practice. This will reduce injuries to staff and children by incorrect handling procedures.			accessed MAPPA training, including bespoke training to meet the needs of individual children. Regular visits from PDSS, OTs and Physiotherapists to review needs of individual children.
	To ensure that when using the laptops all children are seated correctly and are adopting the correct posture.	Staff to ensure that children are seated correctly when accessing laptops.	Children will be seated correctly from an early age therefore reducing the risk of damage to the spine.	Head teacher	On-going	On- going
Long Term	To reduce noise levels and glare in the hall for children with hearing/visual impairments.	To install curtains / blinds to hall windows. This will absorb some of the noise when working in the hall and reduce glare.	Noise levels and glare will be reduced making the hall a more productive learning environment.	Head Teacher	2016	COMPLETED Curtains installed January 2015.

Access to the Curriculum						
	Targets	Strategies	Success Criteria	Lead Person	Timescale	Review February 18
Short Term	To continue to raise awareness of the use of signs/symbols around school and during	Rachael Morris to liaise with staff as and when needed.	Children and staff are communicating more effectively using signs and symbols.	SENCo / Sophie James	By Spring 2017	All classrooms have visual timetables in place. Signs and symbols



	teaching time, including visual timetables for individual children’s needs. Makaton to be used consistently across school.					used to meet the needs of individual children.
	To ensure all relevant staff are familiar with HI children’s’ needs.	Liaise with HI team to access training regarding classroom practice and care of hearing aids.	Staff are confident in their knowledge and are able to support children effectively.	SENCo	On-going	Liaison with parents of child with hearing impairment but no action needed following fitting of hearing aid.
	To encourage staff to continue to use the Nurture Room as part of the curriculum.	Julie Aylott and Rachael Whilding to liaise with staff and continue to raise the profile of the Nurture room.	Staff have a greater knowledge of resources available and ideas of how to link them into the curriculum.	Julie Aylott Rachael Whilding	On-going	Staff training carried out by Julie Aylott and Rachael Whilding. Nurture sessions are timetabled for 2 mornings + per week. Nurture room used for ‘Managing Emotions’, ‘Silver SEAL’ groups, Play Therapy, small group circle time, space for talking time, school nurse tailored sessions for individual children.
	To access Fountaindale Sensory Library.	SENCo to liaise with staff, Fountaindale and external agencies to effectively meet individual needs.		SENCo	Summer 2017 onwards	



Access to Information						
	Targets	Strategies	Success Criteria	Lead Person	Timescale	Review February 18
Short Term	To continue to gather information from disabled visitors about their experience at Banks Road and its facilities.	Include a statement in the visitors book and draw attention to it when signing in and out.	School will have valuable feedback from disabled visitors and a greater awareness of community needs.	School Business Manager	On-going	To be addressed...
	To ensure a fair and transparent recruitment and selection process for all applicants.	Collect and monitor data received during the recruitment and selection process from disabled applicants. Monitor success rate of disabled applicants at interview.	The establishment of a fair and transparent application system with effective monitoring of disabled applicants.	Head Teacher School Business Manager	On-going	On - going
	To ensure that all parents are aware that school information is available in various formats.	To advise parents via Eschools website, Newsletter and Parent Evenings.	Parents will be able to access all information distributed from school.	Head Teacher School Business Manager	On-going	All correspondence / communication is accessible via website, newsletters. Parent information evenings are consistently very well attended.
	To ensure that all parents are aware of support	Rachael Morris to promote Coffee	All parents will feel fully supported at meetings.	Head Teacher SENCo	On-going	‘Drop in’ sessions, coffee mornings



	available to people with disabilities when attending meetings with professionals.	sessions and liaise with external agencies				introduced. Liaison with external agencies is excellent, meeting the needs of individual children.
	To ensure that all parents are aware of services and agencies that can support them.	Rachael Morris to advise parents/carers seeking help and support through the use of referrals e.g CAHMs, Family support etc	Parents feel informed and supported.	Head Teacher SENCo	On-going	Regular attendance at SBAP meetings to access Family Support Workers, Play Therapy etc. SENCo completes EHAF to assess needs of child / family and to access support. Dialogue with Family SENCo
Medium Term	To update data base of the disability needs of parents and carers.	To gather and update information on any disabilities of parents and carers as part of the welcome pack through the use of a questionnaire	Greater understanding of the disabled needs of the community	Head Teacher	On-going	Needs to be addressed
	To ensure that all parents can access homework/information without having to have access to a computer.	Gather information from parents who cannot access the internet and provide information/homework in paper format.	All children and parents will be able to access information/homework.	Class Teacher	On-going	Learning Logs allow for all homework to be completed in recording books from school. All homework to be



						completed in formats chosen by child / parents (Internet not needed)
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Terms and Abbreviations used in the Plan

- PDSS Physical Disability Support Service (Fountaindale School in Mansfield)
- IWB Interactive White Board
- OT Occupational Therapist
- SENCo Special Education Needs Co-ordinator
- ISS Inclusion Support Services
- LA Local Authority
- SALT Speech and Language Therapy
- D.E.S Disability Equality Scheme
- CAF Common Assessment Framework
- EHAF Early Help Assessment Framework

<u>THE POLICY WILL BE REVIEWED ANNUALLY.</u>
DATE OF REVIEW BY GOVERNING BODY: March 2016 March 2018
This policy was reviewed and ratified by the Pupil and Personnel committee in March 2017. Signed: Chair of Governors _____ Date: _____