

Downs Infant School

Accessibility Plan 2014 - 2017

1. Introduction

It is the school's responsibility, under the Equality Act 2010, to have an Accessibility Plan. The plan must be reviewed every three years and approved by the Governing body. It will be monitored by the Governors at the Resources Committee.

This plan has been drawn up following consultation with the Local Authority, Parents, Staff, Governors, Pupils and outside Agencies. It shows how access is to be facilitated or improved for disabled pupils, staff and visitors to the school within a timeframe. It addresses three broad areas: increased access to the curriculum for pupils, improvements and adaptations to the physical environment and the improvement of written information.

At Downs Infant School we are committed to working together to provide an inclusive school ethos and environment where all children, parents and visitors feel safe, happy, respected and included.

We seek information about any disabilities or health conditions which affect our children or their parents/carers, at the earliest possible opportunity, in order to be able to plan to meet individual needs. We aim to make all areas of the curriculum available to all pupils but the physical environment presents us with more challenges and at the moment is not fully accessible to disabled people who have limited mobility or are wheelchair users.

The school was built in 1975 and is a three storey building built on a hill. It has narrow corridors on the lower and upper floors. All of our Reception classrooms, and two of our year one classrooms, are on the ground floor and accessible to all. The remaining classrooms are on the lower or upper level and accessed via a staircase. The school does not have a lift. We have one disabled toilet.

Access Plan
September 2014 - July 2017

| Targets | Strategies | Responsibilities | Time scale | Success Criteria |
|---|---|--|--|---|
| <i>Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum Short term 2014/15</i> | | | | |
| To facilitate a smooth transition to school for children with additional needs | Identify pupils who may need additional to or different from provision for Sept 15 intake. Liaise with Parents, Pre School Providers Outside Agencies and the Local Authority. | SENCo HT EYFS lead | Sept 2014 | Procedures, equipment, environment, staff in place ready to meet child's needs |
| To liaise with outside agencies for pupils with ongoing health, mobility and communication needs | Ensure collaborative multi agency approach | SENCo | Ongoing | Coordinated/collaborative approach ensures child's needs are well met in school |
| To review all statutory policies to ensure that they reflect inclusive practice and procedures | Ensure all policies comply with the Equality Act 2010 | Govs HT Curriculum leads | Ongoing (dependent upon policy review date) | All policies reflect inclusive practice and procedure |
| To facilitate access to the curriculum through enhanced ICT provision | Continue to purchase specialist equipment, including APPS to enable access to the curriculum | Inclusion team | 2014-15 | Full curriculum access for all pupils |
| To meet the medical needs of specific pupils | Liaise with school nursing team Epipen refresher training, Diabetes training | School nurse Inclusion team First Aiders | Autumn 2014 | All staff updated on use of epipen. Key staff trained to administer medication, medical needs of children |

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| | | | | met well. |
| Medium Term 2015/16 | | | | |
| To facilitate a smooth transition to school for children with additional needs | Identify pupils who may need additional to or different from provision for Sept 15 intake. Liaise with Parents, Pre School Providers Outside Agencies and the Local Authority. | SENCo HT EYFS lead | Apr 2015 to Sept 2015 | Procedures, equipment, environment, staff in place ready to meet child's needs |
| To liaise with outside agencies for pupils with ongoing health, mobility and communication needs | Ensure collaborative multi agency approach | SENCo | Ongoing | Coordinated/collaborative approach ensures child's needs are well met in school |
| To improve large scale and outdoor play provision for children with SEND | Seek advice from OT and other specialist services about sourcing adapted equipment if needed. When acquiring new or replacing large play/PE equipment ensure that it is suitable for children with sensory/physical difficulties. Eg picnic benches. | HT SENCo Govs | 2015-16 | Full curriculum access for all pupils and greater inclusion |
| Continue to purchase equipment, including ICT, to enable access to the curriculum. | Continue to research available equipment, seek advice from external agencies | Resources/ ICT budget | 2015-16 | Full curriculum access for all pupils |
| Long term 2016/17 | | | | |
| Review the success of the above strategies and plan for future developments | Liaise with all stakeholders and outside agencies to review the success of the above strategies and plan for future developments | Govs HT SENCo | Apr 2016 | A new plan will be in place to support all children achieving the best possible outcomes |

Aim 2 To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

Short term 2014/15

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| To improve the safety of the school environment for visually impaired children and adults | Nosings on external stairs and around playground lobster - ensure all have a contrasting edge | PM | By July 2015 | Better visibility and therefore access and H&S for visually impaired people on stairs and in playground |
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Medium Term 2015/16

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| To enable wheelchair access to one year 1 classroom | Refurbish one Y1 classroom to enable safe wheelchair access Liaise with LA to seek additional funding Refer to Disabled Access Survey when undertaking refurbishment. | Govs HT PM Senco | School year 2015-16 | Year 1 classroom will be suitable for a child with mobility issues/wheelchair user |
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Long Term 2016/17

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|---|--|---------------------|----------|--|
| Review the success of the above strategies and plan for future developments | Liaise with all stakeholders and outside agencies to review the success of the above strategies and plan for future developments | Govs HT SENCo | Apr 2017 | A new plan will be in place to support all children achieving the best possible outcomes |
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Aim 3 To improve the delivery of information to disabled pupils and parents. Short term 2014/15

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| To meet the needs of children with Speech Language and Communication needs | Ongoing Makaton training for all and intensive training for specific staff. Use own resident 'experts', use printed Makaton support materials, training courses for individual staff, regular in-house training led by SEN team; weekly vocab development session in SEN team. | Inclusion team | 2014-15 | Greater access to information and curriculum for pupils with Speech & Language needs |
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| Improve transition to the Juniors for key children with additional needs | Establish transition group for key children and their parents | Inclusion team | Summer term 2015 | Successful transition to the Juniors is achieved for key children |
| Parental engagement worker to facilitate good communication between specific parents and school | Identified member of staff to continue engaging specific parents. | Inclusion Team | Ongoing | Specific parents engaged and able to access communication opportunities. |
| | Pupils - using larger print, symbol software, enlarging software to produce materials and information Parents/carers - Seek specialist advice regarding production of Braille, audio, other languages, etc | Inclusion team | Ongoing | Better access for children with disability & greater inclusion Parents/carers with difficulties able to access all school information. |
| Medium Term 2015/16 | | | | |
| To improve access to information for pupils, parents and visitors with disabilities | Develop E-Communication and provide alternatives to written information for pupils and parents with additional needs | Inclusion team | Ongoing | Full curriculum access for all pupils All parents and visitors to the school are able to access written information |
| Long Term 2016/17 | | | | |
| Review the success of the above strategies and plan for future developments | Liaise with all stakeholders and outside agencies to review the success of the above strategies and plan for future developments | Govs HT SENCo | Apr 2017 | A new plan will be in place to support all children achieving the best possible outcomes |