



ACCESSIBILITY PLAN

2020-
2023

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.





Contents

1. Aims.....	2
2. Legislation and guidance.....	3
3. Accessibility at Banks Road.....	4
4. Action plan	5
5. Monitoring arrangements.....	9
6. Links with other policies.....	9

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. 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.

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 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.

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.

2. Legislation and guidance

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 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.

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.

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.

3. Accessibility at Banks Road

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.
- 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/provision mapping).
- Using ‘P Scales’/Bsquared assessments 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



- Physical access - 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

Areas developed since 2017

- Use of alternative assessment methods to track small steps of progress for our children with high level needs
- TAs are trained in ‘Coping with Risky Behaviours’ to physically intervene and support children
- Visual timetables used within all classrooms
- Learning logs have been embedded in all year groups without relying on use of technology

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
- Curtains installed in the hall to reduce noise and visual glare

4. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Access to Physical Environment :						
	Targets	Strategies	Success Criteria	Lead Person	Timescale	To be reviewed Summer 2021
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	
	To ensure that all relevant staff are fully trained in safe moving and handling of children with special	Rachael Morris to liaise with PDSS and disseminate	All staff involved will be aware of the promotion of good practice. This will	SENCo	On-going	



	needs. Raising awareness of poor practice.	information to relevant staff.	reduce injuries to staff and children by incorrect handling procedures.			
	To ensure the Nursery environment is physically accessible to all of our new entrants	Rachael Morris & Sophie James to liaise with PDSS and parents.	All children will be able to access and move around their new environment safely.	SENCo	Autumn 2020	
Medium Term	To create a sensory area/garden in the playground.	Rachael Morris, Carole Clemens & Nicki Pursglove to work together to design and liaise with appropriate businesses/agencies.	Children’s sensory needs can be met at all times of the school day.	Head teacher SENCo Nicki Pursglove	Autumn 2021	
Access to the Curriculum:						
	Targets	Strategies	Success Criteria	Lead Person	Timescale	To be reviewed Summer 2021
Short Term	To reduce external stimulus and increase access to learning through technology.	Rachael Morris/Nicki Pursglove to purchase headphones and mouse to use with laptops.	Children will have access to learning opportunities.	Rachael Morris	Autumn 2020	
	To make appropriate physical arrangements for children with dyslexia.	Staff to use Nessy assessment to identify children at risk. Staff to use strategy checklists to support.	Children will have access to learning. Staff will have a greater knowledge of strategies.	Rachael Morris	Ongoing	



		Rachael Morris to purchase reading overlays.				
	To use Dyslexia & ASD Friendly Classroom strategies/advice in all classrooms.	Rachael Morris to create list of non-negotiables for each classroom. Staff to ensure their own classrooms meet these standards.	Children will be able to access learning effectively. All classrooms will meet these standards	Rachael Morris	Spring 2021 – to be included within SENCo monitoring.	
	To encourage staff to continue to use the Nurture Room as part of the curriculum.	Sam Wells and Rachel 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.	Sam Wells Rachel Whilding	On-going	
	To access Fountaindale Sensory Library.	SENCo to liaise with staff, Fountaindale and external agencies to effectively meet individual needs.	Staff have a greater knowledge of resources available and ideas of how to link them into the curriculum.	SENCo	Summer 2020	
Medium term	To continue to raise awareness of the use of signs/symbols around school and during teaching time. Makaton to be used consistently across school.	Rachael Morris & Sophie James to liaise with staff as and when needed.	Children and staff are communicating more effectively using signs and symbols.	SENCo & Sophie James	To begin Autumn 2020, new signs to be added each term	
Access to Information						

BANKS ROAD INFANT AND NURSERY SCHOOL – Disability Equality Scheme Accessibility Plan March 2020-March 2023
“A Home for Learning, Laughing, Caring and Trying”



	Targets	Strategies	Success Criteria	Lead Person	Timescale	To be reviewed Summer 2021
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 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	
	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	
	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	



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	
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5. Monitoring arrangements

The Action Plan will be reviewed and monitored annually. This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Headteacher and the Governing Body.

6. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy



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 2020
This policy was reviewed and ratified by the Pupil and Personnel committee in March 2020 .
Signed: Chair of Governors _____
Date: _____