

TEMPLEMOOR INFANT AND NURSERY SCHOOL



ACCESSIBILITY PLAN 2019-2022

INTRODUCTION

Since 2005 all public authorities have a duty to promote disability equality; this includes schools and local authorities. The 2010 Equality Act adds further to this duty.

At Templemoor Infant and Nursery School we have a general duty to:

- Promote equality of opportunity for all
- Eliminate discrimination
- Eliminate harassment
- Promote positive attitudes

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary.

ACCESSIBILITY

There is specific disability legislation in relation to disabled pupils and accessibility which means we must plan strategically over time to:

1. Increase access to the curriculum
2. Make improvements to the physical environment of the school to increase access
3. Make written information accessible to pupils in a range of different ways

We must ensure that disabled pupils do not receive less favourable treatment and to do this the school has a duty to make reasonable adjustments.

AIMS

We aim to:

- provide full access to facilities and learning
- enable full participation in all aspects of school life for children, staff, parents and visitors with disabilities

We will do this by:

- reducing and eliminating barriers to access of the curriculum and building
- promoting positive attitudes and developing a culture of respect
- having awareness of the needs of individuals within our school community
- being flexible in approach to obstacles and seeking expert advice if needed

PHYSICAL ENVIRONMENT

Templemoor 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. Doors within the main school corridor are also wide to enable access to 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 and a disabled toilet in the Nursery, all with handrails. Onsite parking for staff and visitors is available close to the main entrances into school and nursery.

CURRICULUM

Improving teaching and learning is at the heart of the school's work. The school follows the National Curriculum and the Early Years Foundation Stage Curriculum. Through self-evaluation and continuous professional development (CPD), we aim to enhance staff knowledge, skills and understanding to promote outstanding teaching and learning for all children. We aim to meet every child's needs within mixed ability inclusive classes. Additional adult support and/or specific resources are used to enable pupils with additional needs to fully access the curriculum. It is a core value of the school that all pupils are enabled to participate fully in the broader life of the school including participation in clubs and educational trips/visits. Where appropriate, external advice and guidance is sought, eg. the educational psychologist, speech and language therapists, occupational therapist etc.

INFORMATION

Information about the school is generally in an electronic written format. This can be provided in larger print if requested or a member of staff will go through the information with a parent/carer on a one-to-one basis. Information can be accessed on the school website.

MANAGEMENT, COORDINATION AND IMPLEMENTATION

The Senior Leadership Team (including the SENCO) will consult with outside agencies and the Local Authority if and when new situations regarding children with disabilities arise.

IMPROVING ACCESS TO THE PHYSICAL ENVIRONMENT

Target	Strategies	Completion Date	Responsibility	Success Criteria
School is aware of the access needs of disabled children, staff and parents/carers	<ul style="list-style-type: none"> • Create specific access plans for individual disabled children/adults when required. • Consult and work with the whole school community to gather appropriate information. 	On entry to school	SENCO Class teachers Senior Leaders	<ul style="list-style-type: none"> • Individual plans in place for all disabled stakeholders. • Use information gathered to plan adjustments.
Ensure that all disabled pupils can be safely evacuated.	<ul style="list-style-type: none"> • Put in place Personal Emergency Evacuation Plans for pupils when appropriate. • Regular evacuation practices. 	On entry to school	Senior Leaders	<ul style="list-style-type: none"> • All disabled children can evacuate the building safely and quickly in an emergency. • Staff are confident in evacuation strategies.
Equipment in disabled toilet can be accessed by disabled stakeholders with the support of staff as appropriate.	<ul style="list-style-type: none"> • Ensure specific staff are trained in the use of intimate care when appropriate. • When not in regular use ensure the toilet areas maintain good housekeeping. 	On entry to school	Headteacher Teaching assistants Middays Extended Services Staff Support Staff	<ul style="list-style-type: none"> • Staff are competent and confident in using the equipment in the disabled toilet to enable use by disabled stakeholders. • Toilet remains tidy when not in use.
Ensure visually stimulating environment for all children.	<ul style="list-style-type: none"> • Colourful, lively displays in classrooms. 	Ongoing	All staff	<ul style="list-style-type: none"> • Lively and inviting environment maintained.
Improve signage and access for visually impaired stakeholders.	<ul style="list-style-type: none"> • Replace all light bulbs immediately when dud. • Obtain advice on appropriate styles and colours for signage when required. 	Ongoing	School Business Manager Caretaker	<ul style="list-style-type: none"> • Signage and access for visually impaired stakeholders is clear.

Ensure that the layout of areas around the school allows access to all.	<ul style="list-style-type: none"> • Ramps are fitted to allow access to classrooms. • Ensure that no steps cause an obstruction. 	Ongoing	School Business Manager Caretaker	<ul style="list-style-type: none"> • All areas around school provide easy access for all.
Furniture and equipment selected and appropriate.	<ul style="list-style-type: none"> • Tables and chairs are appropriate in size. • Wedges, coloured overlays, triangular grips, IT etc. to support individuals are readily available when necessary. 	Ongoing	School Business Manager SENCo	<ul style="list-style-type: none"> • All furniture and equipment is suitable and easily accessed.

IMPROVING ACCESS TO THE CURRICULUM

Target	Strategies	Completion Date	Responsibility	Success Criteria
To ensure that teaching and learning activities provide opportunities for all pupils to achieve.	<ul style="list-style-type: none"> • 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 parents and external agencies. • Provision cost mapping ensures best value is achieved for pupils with additional needs. • School accesses appropriate equipment specific to a pupils' needs, eg. special grip pens, coloured overlays, writing easels, 	Ongoing	Headteacher All staff	<ul style="list-style-type: none"> • 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.

	etc.			
To ensure all staff are aware of disabled children's curriculum access.	<ul style="list-style-type: none"> • 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. 	Ongoing	Headteacher All staff	<ul style="list-style-type: none"> • 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.
Monitor and track progress and achievement of pupils with additional needs.	<ul style="list-style-type: none"> • Pupil progress meetings evaluate the progress of pupils with additional needs in each class. • Regular liaison with parents. 	Ongoing	Headteacher SENCO Class teacher	<ul style="list-style-type: none"> • Children with additional needs are making at least expected progress.
To ensure all pupils participate in physical activities.	<ul style="list-style-type: none"> • Individual access plans for disabled pupils. • Advice taken from external agencies and parents. • Staff trained to enable pupils to access all physical activities. • Risk assessments undertaken for specific pupils. 	Ongoing	Headteacher Designated staff	<ul style="list-style-type: none"> • All children participate fully in all physical activities.
Ensure all school trips are accessible to all.	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • All children able to take part in school trips safely and confidently.
To include positive images of disability in assemblies and the curriculum.	<ul style="list-style-type: none"> • Use of resources and contexts to promote positive images of disability. • Disability equality issues incorporated into PSHE planning. 	Ongoing	Headteacher All staff	<ul style="list-style-type: none"> • Resources reflect positive images of disability. • All children have an increased knowledge and understanding of disability issues.

				<ul style="list-style-type: none"> • Very low incidences of poor behaviour recorded.
To support pupils with emotional, social and behavioural difficulties in school	<ul style="list-style-type: none"> • Ongoing work with external professionals (e.g. School Nurse, Educational Psychologist, Family Outreach Worker, behaviour support) • Staff training for specific needs (e.g. attachment disorders) • Access to mindfulness, My Happy Minds program, Star Club etc. 	Ongoing	All staff	<ul style="list-style-type: none"> • Pupils with emotional, social and behavioural difficulties are supported in school.

IMPROVING ACCESS TO INFORMATION

Target	Strategies	Completion Date	Responsibility	Success Criteria
To provide information that is accessible and easily understood by all.	<ul style="list-style-type: none"> • Open door policy – regular contact with parents • Office staff assist parents to access information and to complete forms/documentation where necessary. • School information is written in easily understood language. • Clear and well organised school website is used to communicate information to stakeholders. • All staff to take care when writing letters and information to try and avoid jargon and complex language. • Information may need to be 	Ongoing	Headteacher All staff	<ul style="list-style-type: none"> • All information presented in user- friendly way. • Stakeholders can access desired information and understand such information. • Communication with stakeholders is effective. • Stakeholder satisfaction evaluated through questionnaires.

	<p>produced in different formats, eg. large print.</p> <ul style="list-style-type: none">• Designated staff trained in use of sign language/Makaton to effectively communicate with parents/carers if required.			
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