

**Dropmore Infant School**  
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**Policy No:** 050  
**Policy Title:** Accessibility Plan  
**Issue No:** 003  
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**Next Review Date:** June 2021

**Approved by Chair of Governors:** ....  .....

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## Introduction

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. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

## Definition of Disability

The Equality Act 2010 defines disability as when a person has a ‘physical or mental impairment which has a substantial and long term adverse effect on that person’s ability to carry out normal day to day activities.’ Some specified medical conditions, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

## Key Objective

Dropmore Infant School is committed to providing an environment that enables full curriculum access that values and includes all pupils, 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 developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent’s knowledge of their child’s disability and its effect on their ability to carry out everyday activities and respects the parent’s and child’s right to confidentiality.

The Dropmore Infant School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their 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 schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain 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;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Dropmore Infant School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour and Discipline Policy
- Curriculum Policies
- Equalities and Cohesion Policy
- Health & Safety Policy
- School Improvement Plan
- SEND Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

The Accessibility Plan will be published on the school website.

**Accessibility Plan**

The Accessibility Plan will be monitored through the Governor Curriculum Development and Pupil Matters Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised every three years. Attached is the Accessibility Plan showing how the school will address the priorities identified.

The priorities for the Accessibility Plan for our school were identified by:

- The Governing Body
- Head Teacher
- Others

The plan is also available by e-mail, or in an enlarged print version, on request to the Headteacher.

## Accessibility Plan Actions

### Aim 1: Ensure school is compliant

Objective	Strategy	Responsibility	Timescale	Outcomes
Review requirements to ensure compliance with Equalities Act 2010 and Code of Practice	Staff and Governors informed of requirements and obligations of EA2010, and the Accessibility Plan	HT and Governors	Spring 2021	School complies with requirements of the Equality Act 2010 and Code of Practice
Complete accessibility audit	Carry out audit with reference to LEA documentation  On completion of audit evaluate outcomes and seek specialist advice on options	HT and Governors	Spring 2021	Audit complete and actions identified

### Aim 2: Increase access to the curriculum for pupils with a physical disability and/or sensory impairments

Objective	Strategy	Responsibility	Timescale	Outcomes
All teachers and teaching assistants have necessary training to identify, support and teach disabled pupils.	Staff attend appropriate training as required to meet the needs of the current cohort e.g. dyslexia, ADHD, ASD etc  Use outreach provision from external agencies e.g. epi-pen & asthma inhaler training	HT	On-going	Staff trained to ensure all pupils have access to all areas of the curriculum no matter what their need.

Objective	Strategy	Responsibility	Timescale	Outcomes
All staff aware of and able to access SEND software and resources	<p>Audit the SEND resources in school e.g. sloping writing boards, pencil grips, software, interventions etc.</p> <p>Run training sessions on the use of resources in school and the use of SEND software currently in school.</p> <p>Investigate hardware, software and apps that will benefit SEND.</p>	SENDCo	Summer 2018	A comprehensive list of all SEND resources available
Ensure LSAs are available to support pupils	<p>Review LSA deployment</p> <p>Devise a timetable to make best use of time.</p> <p>Devise support plans for pupils</p>	<p>SENCo</p> <p>All staff</p>	On-going	Adult support available at key times to support pupils
Ensure accessibility to all computing resources	<p>Alternative equipment in place to ensure access to all hardware.</p> <p>If necessary liaise with specialists with regard to visual and hearing impaired pupils.</p>	<p>IT coordinator</p> <p>SENDco</p>	On going	All pupils have access to all technology in the school.

**Aim 3: Improve and maintain access to the physical environment of the school**

Objective	Strategy	Responsibility	Timescale	Outcomes
To ensure access to school documents	Large print and audio formats as required or requested	All staff	On going	School documents and correspondence accessible to all
Create accessible toilet	Adapt existing adult toilet to become new uni-sex accessible toilet.	HT and Governors	Summer 2018	Accessible toilet available for all pupils, staff and visitors
Classrooms are organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support learning in the classroom.	All staff SENDCo	On-going	Pupils have ready access to a range of resources to support their learning
Ensure all children have access to Ipads and laptops.	Install portable ramps to move Ipad and laptop trollies between the buildings  Develop timetable to allow flexible use of rooms and resources.	HT and caretaker	completed	Trollies are moved easily between buildings enabling easy access for all.
All pupils have access to the full PE curriculum	Review PE curriculum to include disability sports.  Develop PE wellbeing curriculum	PE coordinator	As required Ongoing	No pupil unable to access PE curriculum