

BUSBRIDGE INFANT SCHOOL ACCESSIBILITY ACTION PLAN

REVIEWED January 2020- next review due January 2023

SUCCESS CRITERIA

*To fulfill the schools aim to provide an inclusive educational environment for pupils, staff and parents

*To fulfill the statutory duties required by the Disability Discrimination Act (as amended by the SEN & Disability Discrimination Act 2005)

OBJECTIVE	ACTION	LEAD PERSON	START DATE	IMPACT
IMPROVING THE PHYSICAL ENVIRONMENT				
Provision of an accessible parking space	To be investigated and included in future SDP, if funding is available. In the meantime a blue badge holder (or any family faced with mobility issues), would, on application to the Headteacher, be permitted to use the staff car park - see parent handbook	Headteacher	As appropriate	To improve access to the school for blue badge holders
Overcome difficulties of wheel chair users opening doors at entrances to the classrooms	To alert pupils and staff to needs of wheelchair users and ensure support is given to open doors etc.	Headteacher	As appropriate	Wheel chair users would as far as practicable be able to enter and exit classrooms with non wheel chair users
	Alert pupils and staff to be aware of potential dangers of people on other side of doors and to always open with caution - as pupils rarely open doors unsupervised, adults would clearly see a wheelchair user approaching.			
Fitting induction loop to reception and hall	To be investigated and included in future SDP, if necessary and if funding is available.	Headteacher	As appropriate	
Accessible toilet facilities	The accessible toilet was relocated to the main corridor (opposite the library) in Summer 2018. This means that a wheelchair user can now access from one Year R and one Year 1 classroom (including the other communal areas such as the hall and library).			School has accessible toilet facilities for the physically disabled
Improve meal times for pupils with disabilities	Fellow pupils and staff to receive training as appropriate to the needs of a pupil with difficulties joining the school	Headteacher	As appropriate	Meal times to be a pleasant experience for a pupil with disabilities

IMPROVING ACCESS TO THE CURRICULUM

To continue to develop range of resources that are accessible for pupils with different disabilities	The SENCO ensures that any professionally recommended equipment, appropriate to a child's identified need, is purchased. Where any proposal to purchase resources would exceed the SEN budget the SENCO would seek the approval of the Resources Committee, in line with the terms of the Finance policy.	SENCO	Part of Subject Monitoring Programme	Pupils with disabilities are included in all curriculum opportunities.
To continue staff training with targeted pupils in mind	SENCO to identify training needs and appropriate courses	SENCO	On-going	Teachers use a range of teaching strategies to support the inclusion and successful development of all pupils
Disability equality is included, embedded and extended in the curriculum. Charity links are maintained. Visitors are encouraged.	Linked to all PSHE activities:- assemblies, policy and curriculum. Pupils taught that 'all children are different and all are the same'	Headteacher & SENCO	On-going	Pupils have awareness and understanding of disability issues and their responsibilities in an inclusive community.

IMPROVING ACCESS TO INFORMATION				
Ensure information is accessible to pupils (and parents) with disabilities	Children without home computer use to be identified and if appropriate (i.e. not parental choice to have no computer access), greater assistance to be given at school.	Headteacher		All children to have access and understanding of IT
	If an early years home visit revealed additional needs, these to be addressed e.g. the need for modified print, whether English is an additional language, whether extra support was needed etc.	Reception class teachers	on-going	Children to have equality of access to the school and curriculum

Continue to support parents with high level of need	Continue to employ an experienced Home School Link Worker	Headteacher & HSLW	on-going	Children from homes with a high need are identified and supported
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In the event of a child/parent or member of staff presenting with an identified need, the school would seek professional advice and be prepared to make appropriate adaptations.