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Accessibility Policy and Plan

Introduction

Schools' duties around accessibility for disabled pupils

Schools need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010**.

Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This **Accessibility Policy** and the accompanying **Accessibility Plan** forms part of the **Disability Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people. This plan incorporates the school's intention to increase access to education for disabled pupils.

The SEND and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA:

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;

- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. Attached is an action plan, (Appendix 1) showing how the school will address priorities identified in the plan.

In drawing up the **Accessibility Plan** the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

Uplands infant School Aims:

At Uplands Infant School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. This is reflected in our school ethos:

"At Uplands Infants we provide a happy, warm and caring environment where all of our children feel safe and secure and are eager to learn. Everyone is encouraged to take responsibility for their own actions and to care for, respect and value others and the environment. This ethos is reflected in our 7 Golden Rules which apply not only in school but in our day to day lives within modern Britain:

- *We are kind and respectful*
- *We listen*
- *We work hard*
- *We look after our school*
- *We are honest*
- *We share and take turns*
- *We walk safely around school*

Children's emotional, physical and spiritual needs are fulfilled through our broad, balanced and enriched curriculum and our strong links with parents."

It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

The Involvement of Disabled Children and Young People, Staff and Parents

In preparing this Accessibility Plan, disabled people, including pupils, parents and governors were involved as described in the Disability Equality Scheme. It has been informed by analysis of pupil & staff data and additional information gathered from Accessibility user survey by the Ashfield Academy.

According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, sensory impairments and learning disabilities.

Uplands Infant School is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:

- Disability Equality Scheme
- Special Educational Needs & Disability Policy
- Equal Opportunities Policy

This plan considers the following three areas as identified in the introduction:

- Increasing the extent to which disabled pupils can participate in the school’s curriculum by securing relevant staff training and ensuring appropriate classroom organisation
- Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist desks and ICT equipment
- Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally.

The school SEND Policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the SENCo manages the Statutory Assessment Process; ensuring additional resources are available where appropriate.

The School Inclusion Team provides additional support for pupils and supports teachers in implementing strategies for improving pupils’ behaviour and access to learning. The school works closely with specialist services including:

- Hearing Impairment Support Team
- Visual Impairment Support Team
- Occupational Therapists and Physiotherapists
- Speech and Language Therapy

Improving access to the physical environment of the school

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Uplands Infant School.

Improving the delivery of information to disabled persons

Staff are aware of the services available through the LA for converting written information into alternative formats.

This Access Improvement Plan is reviewed every two years by the Governing Body.

The school has provided training to all staff regarding the need of disabled people and how to provide assistance to enable them to enjoy the school experiences as fully as possible. This was included as part of the training on the Special Educational Needs and Disability Code of Practice 2014.

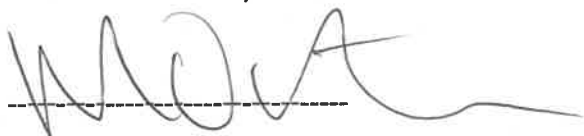
Monitoring and review

The day to day monitoring of this policy is the responsibility of the Inclusion Manager. This policy will be reviewed every two years or earlier if considered necessary.

Date Agreed: May 2019

Review Date: May 2021

Signed: _____



Head Teacher

Appendix 1 - Accessibility Plan Uplands Infant School (April 2019-2022)

Our school Accessibility Plan must set out how, over a specified period, we will:

1. Improve the extent to which disabled pupils are able to participate in the school curriculum
2. Improve the physical environment of school for the purpose of increasing the extent to which disabled pupils take advantage of education and associated services provided or offered by the school
3. Improve the delivery to disabled pupils of information readily accessible to pupils who are not disabled. (This must be delivered within a reasonable time and in ways that are determined after taking account of the pupils' disabilities and any preferences expressed by them or their parents).

Short/ Medium/ Long	Targets	Strategies	Outcome	Time frame	Goals achieved
Short Term	<ol style="list-style-type: none"> 1. Ensure parents/ carers with visual disability have equal opportunity to access information from school. 2. Ensure the curriculum can be accessed by all children. 	<ul style="list-style-type: none"> • Highlight on all school documentation that goes to parents that it is available in larger print on request. • Check timetables and resources are not a barrier to any individual or groups access to the curriculum. 	<ul style="list-style-type: none"> • Format of documentation will be altered appropriately and as and when necessary. 	<ul style="list-style-type: none"> • On-going when a parent requests it. • On-going consideration to timetabling and resourcing from all members of staff. 	<ul style="list-style-type: none"> • The school reacts to the needs of both adults and children so that the curriculum is accessible.
Medium Term (on-going for new staff & pupils)	Training for teachers and support staff about supporting and understanding needs of Hearing Impairments or Visual Impairments	<ul style="list-style-type: none"> • Seek advice (on-going) from HI/VI teams re courses and latest developments in resources e.g. hearing aids, 	<ul style="list-style-type: none"> • Relevant teachers / LSAs trained and dissemination of information to wider school staff 	<ul style="list-style-type: none"> • On-going on a yearly basis as the children move through the school 	<ul style="list-style-type: none"> • Increased access to the national curriculum for children with HI/VI

			<ul style="list-style-type: none"> sound field systems, touch typing skills Identified staff to attend course run by HI team Ensure there are some learning resources (books etc.) that show positive examples of people with disabilities e.g. Olympians, successful business people, authors etc... Seek advice through HI team to include acoustic report of additional priority rooms Liaise with LA re: access particularly when specific individual needs emerge SENCo & SLT to attend training, provide inset and monitor inclusion strategies across whole school 	<ul style="list-style-type: none"> Availability of resources will develop and make the children more aware of disability Rooms are made acoustically friendly for children and staff Access across the whole school for wheelchair users Staff providing differentiated work to match individual needs To develop whole school 	<ul style="list-style-type: none"> On-going resourcing through purchasing resources On-going as needs arise and rooms change or need increases As new pupils who need a wheelchair put their names down for a place, re-visit the central school access point Include whole school pupil progress meetings 	<ul style="list-style-type: none"> Better understanding of HI children Awareness of disabilities through resources and books which are available for all pupils Improved acoustic environment for all Improved access to the curriculum due to this Pupils who have a temporary need of wheelchairs are able to access all areas in the school. Better access to national curriculum for all children
Medium Term	To ensure the school develops children's awareness of disability					
Long Term	Modification of rooms/communal areas to be more acoustically friendly for all particularly for children with Hearing Impairments					
Long Term	Ensure as much of the school as possible has level access					
Long Term (On-going)	1. Further develop inclusive practice across the curriculum through differentiated of work, use of whole school					

	<p>data system and year group meetings</p>		<p>understanding of inclusion issues for all groups of children in school</p>		<ul style="list-style-type: none"> Identified groups of children have needs met more successfully
<p>Long Term</p>	<p>2. Make stairwells visually safe and define as well as physically safe</p>	<ul style="list-style-type: none"> Advice from VI team Premises officer to re-paint when needed LA to support and aid in fixing handrails and banisters to meet safety criteria 	<ul style="list-style-type: none"> Bright lines demarcate stair edges Hand rails meet safety criteria Stairs/ramps with handrails need to have additional banisters put in to assist with safety 	<ul style="list-style-type: none"> Review markings as needed 	<ul style="list-style-type: none"> Improved and safer movement around school for children (particularly those pupils with visual impairments)

