



Uplands Infant School Accessibility Policy 2021-2023

At Uplands Infant School we provide a happy, stimulating and secure community for every child. This, in conjunction with a rich and challenging learning experience, will ensure that all children reach their full potential, both emotionally and physically, and are completely prepared to take their place in our diverse world.

Everyone who works in our school is valued as an individual and staff work as a team, sharing expertise, knowledge and skills. Uplands Infant School strongly values the partnership between home, school and community.

Introduction – Promoting Equality

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.

1. 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 LA and Trust will monitor the school's activity under the Equality Act 2010 (and in particular schedule 10 regarding Accessibility) and will advise upon the completion of that duty.
2. We are 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 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
3. The Uplands Infant School Accessibility Plan shows how access is to be improved for disabled pupils, 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 Accessibility Plan will contain relevant and timely actions to :



- **Increase access to the curriculum for pupils with a disability**, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able bodied pupils. 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 visits – it also covers the provision of specialist auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
 - **Improve 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 handouts and information about the school and school events: the information may be made available in various preferred formats within a reasonable timeframe.
4. The whole school Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. (Please see appendix A for Strategic questions used)
 5. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equalities Act 2010.
 6. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - SEND Policy
 - Health and Safety Policy
 - Disability Equality Scheme
 - Behaviour Policy
 - Equal Opportunities Policy



7. 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.
8. The Accessibility Plan will be published on the school website.
9. The Accessibility Plan will be monitored through Full Governing Body Meetings.
10. The school will work in partnership with the local authority in developing and implementing the school Accessibility Plan.
11. Our school complaints procedures covers the accessibility plan. If you have any concerns relating to accessibility in school, the procedure sets out the process for raising these concerns.

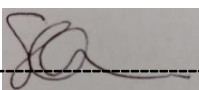
Monitoring and review

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 2021
Review Date: May 2023

Signed:  -----

Head Teacher

Signed:  -----

Governor





IDENTIFYING BARRIERS TO ACCESS: A CHECKLIST

This list should help to identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of our school.

SECTION 1: How does our school deliver the curriculum?

QUESTION	YES	NO
Do we ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	•	
Are our classrooms optimally organized for disabled pupils?	•	
Do lessons provide opportunities for all pupils to achieve?	•	
Are lessons responsive to pupil diversity?	•	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	•	
Are all pupils encouraged to take part in music, drama and physical activities?	•	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	••	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	•	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical activity?	•	
Do we provide access to computer technology appropriate for students with disabilities?	•	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	•	
Are there high expectations of all pupils?	•	
Do staff seek to remove all barriers to learning and participation?	•	





SECTION 2: Is our school designed to meet the needs of all pupils?

QUESTION	YES	NO
Does the size and layout of areas - including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms - allow access for all pupils?	•	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	•	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	•	
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with special educational needs and disabilities; including alarms with both visual and auditory components?	•	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		•
Could any of the decor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?	•	
Are areas to which pupils should have access well lit?	•	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?	•	
Is furniture and equipment selected, adjusted and located appropriately?	•	



SECTION 3: How does our school deliver materials in other formats?

QUESTION	YES	NO
Do we provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	<ul style="list-style-type: none"> Widget Symbols 	
Do we ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	<ul style="list-style-type: none"> 	
Do we have the facilities such as ICT to produce written information in different formats?	Large print but no access to Braille at present but would be made available if needed.	
Do we ensure that staff are familiar with technology and practices developed to assist people with disabilities?	<ul style="list-style-type: none"> 	

Uplands Infant School Accessibility Plan 2021-2023

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

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p>	<p>The curriculum is matched to the learning needs of individual pupils e.g. pupils with specific or mental impairment.</p>	<p>Seek advice from LA and specialists e.g. SNTS, EPS, SEMH on specific professional development needs of our staff.</p>	<p>SENCO</p>	<p>Ongoing</p>	<p>All classrooms catering for the specific physical or mental impairment of pupils.</p>
	<p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>To ensure that school develops children's awareness of disability.</p>	<p>Ensure that there are learning resources that show positive examples of people with disabilities in a positive light.</p> <p>Focus in assemblies which highlight positive examples.</p>	<p>SENCO SLT Teachers</p>	<p>Ongoing</p>	<p>Pupils to think of people with disabilities in a positive way.</p>
		<p>Staff to undergo training in behaviour management strategies.</p>	<p>Seek advice from LA, SEMH and SNTS regarding appropriate courses</p>	<p>SENCO</p>	<p>Ongoing</p>	<p>Staff receive a range of range of strategies to help pupils in order to</p>

			for staff to attend to address their professional development needs. Staff to be trained on Team Teach methods as part of a rolling programme.			support social inclusion.
		Ensure that all school trips are accessible for pupils with learning or physical disabilities	Thorough planning and risk assessments. Advance visits and contact site to explore opportunities for children with disabilities. Ensure that buses booked have wheelchair access.	Trip leaders SENCO	Ongoing	School visits are accessible for all pupils.
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes:	Ensure all disabled pupils, staff and visitors can be safely evacuated.	Ensure there is a personal emergency evacuation plan (PEEP) for disabled pupils.	Premises Officer Business Manager	Termly	Pupils and staff are safe.

	<ul style="list-style-type: none"> • Ramps • Wheelchair lift • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Push to open door at the main entrance 	Improve access by installing a pod with a hoist and disabled toilet.	Pod installed to Key Stage one classrooms (LA Funding)	Premises Officer	Pod to be complete by summer 2021	School more accessible for people with mobility needs.
		Ensure access to signage across the school is clear for all.	Carry out an audit of signage around the school to ensure it is accessible for all.	Premises Officer	Spring term 2021	Signage will be clear and concise. Meaning will easily be communicated through the use of text and visuals where necessary.
		To maintain a safe and accessible environment in school.	Regular audit of need in school environment completed.	SENCO Premises Officer	Summer term 2021	A safe and accessible environment maintained in school.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> • Internal signage • Large print resources 	All parents have access to information about curriculum matters.	Curriculum areas to be included on the website. Meetings for parents to be held at the start of the year.	SLT SENCO	Ongoing	Parents have information about the curriculum and topic areas. Parents to feel confident in supporting their

	<ul style="list-style-type: none"> • Braille • Pictorial or symbolic representations 		Induction for newly arrived children and parents.			children with home learning.
		Ensure staff are confident in using alternative communication systems, e.g. use of visual cues, objects, actions or pictures.	Training workshops Widget Software	SENCO	Autumn 2021	School wide alternative communication systems in place and being used. Personalized systems in place where appropriate.
		To continue to offer parents the opportunity to develop their own skills and knowledge in order to support their child's learning more effectively.	To provide further training in any requested area of the curriculum to enable parents to support their child at home.	Family Liaison Officer	Ongoing As required	Parents more confident to support their children with learning at home.