

# Accessibility plan

Downs Infant School



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## 1. Introduction

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The school recognises its duty under the Equality Act 2010:

- Not to discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services.
- Not to treat disabled pupils, staff, parents/carers, governors and/or visitors less favourably than those without a disability.
- To take all reasonable steps to avoid putting disabled pupils, staff, parents/carers, governors and/or visitors at a substantial disadvantage.
- To publish an Accessibility Plan.

According to the Equality Act 2010 a person has a disability if:

- a) He/she/they have a physical or mental impairment, and
- b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

At Downs Infant School we are committed to working together to provide an inclusive school ethos and environment where all children, parents/carers, staff, governors and visitors feel safe, happy, respected and included. We seek information about any disabilities or health conditions which affect our children or their parents/carers, at the earliest possible opportunity, in order to be able to plan to meet individual needs. The school provides all pupils with a broad and balanced curriculum, differentiated to meet the needs of individuals.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

The school was built in 1975 and is a three storey building built on a hill. It has narrow corridors on the lower and upper floors. All of our Reception classrooms, and two of our Year 1/Year 2 classrooms, are on the ground floor and accessible to all. The remaining classrooms are on the lower or upper level and accessed via a staircase. The school does not have a lift. We have one disabled toilet which is fitted with an overhead tracking hoist. Access to classrooms for pupils is normally through the outside doors located in each classroom to ensure maximum safeguarding of pupils as well as contact between parents/carers and teachers. Access to some of these classrooms is via steps on the school grounds. For adults and children with mobility difficulties this can be a problem and so we place children with mobility needs in ground floor classrooms which can be easily accessed. Access to playgrounds is managed by careful timetabling according to individual needs. Home adults (parents/carers) with mobility needs which are not visible are encouraged to approach the office or the headteacher in confidence to make arrangements for access which will meet their needs.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

## 2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day-to-day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

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	TIME SCALE	SUCCESS CRITERIA
<b>Increase access to the curriculum for pupils with a disability</b>	<p>Our school offers a differentiated curriculum for all pupils</p> <ul style="list-style-type: none"> <li>We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>Curriculum resources include examples of people with disabilities</li> <li>Curriculum progress is tracked for all pupils, including those with a disability using the Next Steps Framework, where the National Curriculum is not yet appropriate</li> </ul>	<ul style="list-style-type: none"> <li>To facilitate a smooth transition to school for children with additional needs (<i>short term objective</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Identify pupils who may need additional support to or different from provision for Sept intake. Liaise with parents, nurseries, Outside Agencies and the Local Authority.</li> </ul>	<ul style="list-style-type: none"> <li>SENCO</li> <li>HT</li> <li>EYFS lead</li> </ul>	Beginning of Summer 1.	Procedures, equipment, environment, staff in place ready to meet child's needs.
		<ul style="list-style-type: none"> <li>To liaise with outside agencies for pupils with ongoing health, mobility and communication needs (<i>short term objective</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Ensure collaborative multi agency approach.</li> <li>Consider holding TAF meetings where issues arise</li> </ul>	<ul style="list-style-type: none"> <li>SENCO</li> </ul>	Ongoing	Coordinated/collaborative approach ensures child's needs are well met in school
		<ul style="list-style-type: none"> <li>To review all statutory policies to ensure that they reflect inclusive practice and procedures (<i>short term objective</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all policies comply with the Equality Act 2010</li> </ul>	<ul style="list-style-type: none"> <li>Govs</li> <li>HT</li> <li>Curriculum leads</li> </ul>	Ongoing (dependent upon policy review date)	All policies reflect inclusive practice and procedure

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	<ul style="list-style-type: none"> <li>Targets are set effectively and are appropriate for pupils with additional needs – these are reviewed 3 x yearly and outlined in Individual Education Plans (IEPs).</li> <li>The curriculum is reviewed to make sure it meets the needs of all pupils.</li> </ul>	To facilitate access to the physical environment for those with physical difficulties ( <i>short term objective</i> )	<ul style="list-style-type: none"> <li>Ensure corridors and learning environments are clear and tidy</li> <li>Consider physical access needs when allocating learning spaces ahead of transition</li> </ul>	<ul style="list-style-type: none"> <li>All staff</li> </ul>	Ongoing	Full physical access for all pupils.
		To facilitate access to the curriculum and environment through specialist equipment ( <i>short term objective</i> )	Continue to purchase specialist equipment to enable access to the learning environment and curriculum	<ul style="list-style-type: none"> <li>SENCO</li> </ul>	Ongoing	Full curriculum access for all pupils.
		To meet the medical needs of specific pupils ( <i>short term objective</i> )	Liaise with school nursing team, auto-injector refresher training, Diabetes training etc. as required	<ul style="list-style-type: none"> <li>SENCO</li> <li>SEN team</li> <li>First Aiders</li> <li>Office staff</li> </ul>	Autumn term	All staff updated on use of auto-injectors. Key staff trained to administer medication, medical needs of children met well.
		To review the programme of curriculum visits/visitors to ensure access for all pupils ( <i>medium term objective</i> )	<ul style="list-style-type: none"> <li>Review programme and ensure access for all children prior to making a booking</li> <li>Site visits prior to making bookings</li> </ul>	<ul style="list-style-type: none"> <li>HT</li> <li>SENCO</li> <li>Class teachers</li> <li>Subject Leaders</li> </ul>	Ongoing	Full curriculum access for all pupils and greater inclusion

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	TIME SCALE	SUCCESS CRITERIA
		Continue to purchase equipment, including ICT, to enable access to the curriculum. <i>(medium term objective)</i>	Continue to research available equipment, seek advice from external agencies	<ul style="list-style-type: none"> <li>• SENCO</li> <li>• Bursar</li> </ul>	Ongoing	Full curriculum access for all pupils
		Review the success of the above strategies and plan for future developments. <i>(long term objective)</i>	Liaise with all stakeholders and outside agencies to review the success of the above strategies and plan for future developments	<ul style="list-style-type: none"> <li>• Govs</li> <li>• HT</li> <li>• SENCO</li> </ul>	Summer term	A new plan will be in place to support all children achieving the best possible outcomes
<b>Improve the delivery of information to pupils with a disability</b>	Our school uses a range of communication methods to make sure information is accessible. This includes: <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Use of a visualizer to model</li> </ul>	To meet the needs of children with Speech Language and Communication needs <i>(short term objective)</i>	<ul style="list-style-type: none"> <li>• Use of 'Speechlink' and 'Language Link' assessments for all Reception children to identify and support children with SLCNs.</li> </ul>	<ul style="list-style-type: none"> <li>• Class teachers</li> <li>• Inclusion team</li> <li>• SALT</li> </ul>	Autumn term	Greater access to information and curriculum for pupils with Speech & Language needs.  Needs identified earlier leading to early intervention.
		Continue to facilitate transition to the Juniors for key children <i>(short term objective)</i>	Identify children for transition groups and develop a transition programme for them and their parents.	<ul style="list-style-type: none"> <li>• SENCO</li> <li>• Inclusion team</li> </ul>		Successful transition to Juniors is achieved for key children

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	<ul style="list-style-type: none"> <li>• Use of Augmentative and Alternative Communication (AACs) or similar</li> <li>• Assistive technology including iPads and Chromebooks</li> <li>• Makaton</li> <li>• Radio aids</li> <li>• Interactive SEN Information Report available online</li> <li>• Tapestry</li> </ul>	To facilitate access and engagement for parents/carers with disabilities to the school( <i>short term objective</i> )	<ul style="list-style-type: none"> <li>• Office staff to liaise with parents, HT and SENCO to check arrangements for access, parent consultations and other visits are suitable</li> </ul>	<ul style="list-style-type: none"> <li>• Office</li> <li>• SENCO</li> <li>• HT</li> </ul>	Ongoing	Specific parents engaged and able to access communication opportunities and information.
		Improve access to information for parents, carers and pupils with sensory needs ( <i>short term objective</i> )	<ul style="list-style-type: none"> <li>• Pupils – using larger print, different colour backgrounds, symbol software, enlarging software to produce materials and information, use of videos via Tapestry</li> <li>• Parents/carers – seek specialist advice regarding production of Braille and audio if required, and make use of video via Tapestry.</li> </ul>	<ul style="list-style-type: none"> <li>• Inclusion team</li> <li>• AHT</li> </ul>	Ongoing	Better access for children with disability & greater inclusion for Parents/carers with sensory needs to enable access to school information.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	TIME SCALE	SUCCESS CRITERIA
		To improve access to information for pupils, parents and visitors with disabilities ( <i>medium term objective</i> )	<ul style="list-style-type: none"> <li>Develop and provide alternatives to written information for pupils and parents with additional needs (e.g. SEN policies made interactive)</li> </ul>	<ul style="list-style-type: none"> <li>Class teachers</li> <li>SENCO</li> </ul>	Pupils – Ongoing  Parents – Autumn term	Full curriculum access for all pupils all parents and visitors to the school are able to access written information.
		Review the success of the above strategies and plan for future developments ( <i>long term objective</i> )	Liaise with all stakeholders and outside agencies to review the success of the above strategies and plan for future developments	<ul style="list-style-type: none"> <li>Govs</li> <li>HT</li> <li>SENCO</li> </ul>	Ongoing and end of policy review cycle	A new plan will be in place to support all children achieving the best possible outcomes.
<b>Improve and maintain access to the physical environment</b>	The environment is adapted to the needs of most pupils, as required. This includes: <ul style="list-style-type: none"> <li>1 x mobile ramp (not to be used on full flights of stairs)</li> <li>Corridor width</li> <li>Access to car park for alighting for specific pupils</li> </ul>	To improve the outside learning environments to ensure that pupils with additional needs can have their needs met within the whole school universal offer. ( <i>short term objective</i> )	Develop the outside environments with rich and engaging learning opportunities. This includes developing the use of learning environments and continuous provision. Develop provision for sensory circuits.	<ul style="list-style-type: none"> <li>Govs</li> <li>HT</li> <li>SENCO</li> <li>Year leaders</li> <li>Site Manager</li> </ul>	Ongoing	Better access and H&S for children with SEND.



AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	TIME SCALE	SUCCESS CRITERIA
	<ul style="list-style-type: none"> <li>Disabled toilets and changing facilities fitted with overhead tracking hoist</li> <li>1 classroom per year group fitted with toilets within the class</li> <li>Library shelves at wheelchair-accessible height</li> <li>Mobile hoist</li> </ul>	<p>To improve access to the main reception area so that it is less overwhelming for visitors with disabilities and sensory needs, including a sign-in book at a wheelchair accessible level. <i>(medium term objective)</i></p>	<p>Audit the Reception area to ensure it meets criteria in sensory environment audit (PINS).</p>	<ul style="list-style-type: none"> <li>SENCO</li> <li>Site Manager</li> </ul>	<p>Summer 25</p>	<ul style="list-style-type: none"> <li>Reception area will be inviting and free from unnecessary sensory stimuli.</li> <li>At least one adult toilet will be suitable for a person with mobility issues/wheelchair use</li> </ul>
		<p>Review the success of the above strategies and plan for future developments. <i>(long term objective)</i></p>	<p>Liaise with all stakeholders and outside agencies to review the success of the above strategies and plan for future developments</p>	<ul style="list-style-type: none"> <li>Govs</li> <li>HT</li> <li>SENCO</li> </ul>	<p>Ongoing and end of policy review cycle</p>	<p>A new plan will be in place to support all children achieving the best possible outcomes</p>

#### **4. Monitoring arrangements**

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the SENCO and Headteacher.

It will be approved by the full governing body.

#### **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy