



Downs Infant School Accessibility Plan



Introduction

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 or she has 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 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. 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 and this has been further impacted by the Covid 19 one-way system. 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.

Action Plan 2021-2024

The 3 areas considered in this action plan are:

a) Improving education and related activities

Downs Infant School will continue to seek and follow the advice of LA services and professionals from the local NHS and incorporate this into school and individual risk assessments.

b) Improving the physical environment

The school will take account of the needs of pupils, parents/carers, staff, governors and visitors with physical difficulties and sensory impairments in planning and undertaking improvements and refurbishments of the site, such as improved access, acoustics and colour schemes and accessible facilities and fittings.

c) Improving the provision of information

We will make ourselves aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested and seek to include alternatives as a matter of course when our information dissemination methods are updated.

Targets	Strategies	Responsibilities	Time scale	Success Criteria
<i>Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum</i>				
<i>Short term 2021-22</i>				
To facilitate a smooth transition to school for children with additional needs	Identify pupils who may need additional to or different from provision for Sept intake, particularly in the light of Covid lockdowns. Liaise with Parents, Pre School Providers Outside Agencies and the Local Authority.	SENCo HT EYFS lead	July-Sept 2021	Procedures, equipment, environment, staff in place ready to meet child's needs
To liaise with outside agencies for pupils with ongoing health, mobility and communication needs	Ensure collaborative multi agency approach, particularly in the light of Covid lockdowns and delays in appointments and impact on provision of services	SENCo	Ongoing	Coordinated/collaborative approach ensures child's needs are well met in school
To review all statutory policies to ensure that they reflect inclusive practice and procedures	Ensure all policies comply with the Equality Act 2010	Govs HT Curriculum leads	Ongoing (dependent upon policy review date)	All policies reflect inclusive practice and procedure
To facilitate access to the physical environment for those with physical difficulties	Ensure corridors and learning environments are clear and tidy	All staff	Ongoing	Full physical access for all pupils
To facilitate access to the curriculum and environment through specialist equipment	Continue to purchase specialist equipment to enable access to the learning environment and curriculum	Inclusion team	Ongoing	Full curriculum access for all pupils
To meet the medical needs of specific pupils	Liaise with school nursing team Epipen refresher training, Diabetes training etc. as required	School nurse Inclusion team First Aiders	Autumn 2021	All staff updated on use of epipen. Key staff trained to administer medication, medical needs of children met well.
<i>Medium Term 2022-23</i>				

To review the programme of curriculum visits/visitors to ensure access for all pupils	Review programme and ensure access for all children prior to making a booking as we return to a full programme of visits and visitors post-Covid	HT SENCo Class teachers	Ongoing	Full curriculum access for all pupils and greater inclusion
Continue to purchase equipment, including ICT, to enable access to the curriculum.	Continue to research available equipment, seek advice from external agencies	Resources/ ICT budget	Ongoing	Full curriculum access for all pupils
Long term 2023-24				
Review the success of the above strategies and plan for future developments	Liaise with all stakeholders and outside agencies to review the success of the above strategies and plan for future developments	Govs HT SENCo	Summer 2024	A new plan will be in place to support all children achieving the best possible outcomes
<i>Aim 2 To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services</i> <i>Short term 2021-22</i>				
To improve the outside learning environments to ensure that pupils with additional needs can have their needs met within the whole school offer and that provision responds to impact of Covid lockdowns.	Develop the outside environments with rich and irresistible learning opportunities. This includes developing the use of learning environments and continuous provision. Add provision for sensory circuits.	Govs HT Year leaders SENCo Premises	By July 2021	Better access and H&S for children with SEND
Medium Term 2022-23				
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.	Refer to Disabled Access Survey when undertaking refurbishment.	Govs HT Premises	September 2021	One adult toilet will be suitable for a person with mobility issues/wheelchair user

Long Term 2023-24				
Review the success of the above strategies and plan for future developments	Liaise with all stakeholders and outside agencies to review the success of the above strategies and plan for future developments	Govs HT SENCo	Apr 2024	A new plan will be in place to support all children achieving the best possible outcomes
<u>Aim 3</u> To improve the delivery of information to disabled pupils and parents. Short term 2021-22				
To meet the needs of children with Speech Language and Communication needs	Use of 'Speechlink' to support children with SLCNs.	Inclusion team	2021-22	Greater access to information and curriculum for pupils with Speech & Language needs
Continue to facilitate transition to the Juniors for key children with additional needs	Identify children for transition group and develop a transition programme for them and their parents	Inclusion team	Summer 2021	Successful transition to the Juniors is achieved for key children
To facilitate access and engagement for parents/carers with disabilities to the school where possible regarding Covid restrictions.	Office staff to liaise with parents, HT and SENCo to check arrangements for access, parent consultations and other visits are suitable e.g. consider parents/carers with hearing impairments if telephone used for parent consultations and offer alternatives.	Office SENCo Headteacher	Ongoing	Specific parents engaged and able to access communication opportunities.
Improve access to information for parents, carers and pupils with sensory needs	Pupils – using larger print, symbol software, enlarging software to produce materials and information, use of videos via Tapestry Parents/carers – Seek specialist advice regarding production of Braille and audio if required, and make use of video via Tapestry. Development of class reps to support.	Inclusion team Mrs C DHT	Ongoing	Better access for children with disability & greater inclusion for Parents/carers with sensory difficulties to enable access to school information.
Medium Term 2022-23				
To improve access to information for pupils, parents and visitors with disabilities	Develop and provide alternatives to written information for pupils and parents with additional needs	Inclusion team	Ongoing	Full curriculum access for all pupils All parents and visitors to the school are able to access written information

Long Term 2023-24

Review the success of the above strategies and plan for future developments	Liaise with all stakeholders and outside agencies to review the success of the above strategies and plan for future developments	Govs HT SENCo	Apr 2019	A new plan will be in place to support all children achieving the best possible outcomes
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