

# Glenfield Infant School



## Accessibility Policy

Date Policy Written/Reviewed:	2025-2027
Reviewed by:	Whole staff and Governors
Review Frequency:	2 years
Next Review:	September 2027

**Approved by:** \_\_\_\_\_ (Headteacher)    **Date:** \_\_\_\_\_



## **Introduction**

This Accessibility Plan is drawn up in compliance 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 of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act 1995 (DDA). The effect of the law is the same as in the past, meaning that 'schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

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

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

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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 Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding accessibility) and will advise upon the compliance with that duty.

## **Objectives**

Glenfield Infant School is 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 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Glenfield Infant Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, Glenfield Infant School (including the governing body) has had three key duties towards disabled pupils, under Part 4 of the DDA:

- to treat disabled pupils equitably regardless of disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- to plan to increase access to education for disabled pupils.

The Accessibility Plan contains relevant and timely actions to;

- Increase access to the curriculum for pupils with a physical disability and / or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are equally prepared for life as the able bodied pupils; (if a school fails to do this they are in breach of their duties under the Inequalities 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 or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable time frame;
- Improve and maintain 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 time frame
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Glenfield Infant Accessibility Plan relates to key aspects of the physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An Accessibility Audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

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.

The Accessibility Plan will be published on the school website.  
The Accessibility Plan will be monitored through the Governors.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school website were identified by;

- The Governing Body
- Head Teacher and Senior Leadership Team, including the SENCO
- School Business Manager
- Site Manager

We are working within a national framework for educational inclusion provided by:

Inclusive School (DfES 0774/2001)

SEN & Disability Act 2001

The Disability Discrimination Act (amended for school 2001)

Code of Practice for Schools (Disability Rights Commission)

ISI inspection

The revised SEND code of practice September 2014

### **Action Plan**

#### **Improving the Curriculum Access**

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achievement</b>
Ensure appropriate training for staff who teach children with a hearing impairment or visual impairment	Liaise with hearing and visually impaired service / specialist advisory teachers	All staff have a clear understanding of the needs of hearing and visually impaired children and how to ensure the curriculum is fully accessible to them	Ongoing involvement as appropriate	Hearing and visually impaired children successful included in aspects of school life
Where appropriate, liaise with EP service regarding the teaching of children with ASD, Attachment Disorder, and other specific learning and / or	Relevant staff attend appropriate training. Outreach provision from external agencies	Staff are supported to provide appropriate provision for children with ASD, Attachment Disorder and other specific learning and / or	Ongoing	Children with ASD, Attachment Disorder and other specific learning and / or mental health conditions

mental health conditions		mental health conditions		
All extracurricular activities are planned to ensure they are accessible to all children	Review all out of school provision to ensure compliance with legislation	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislation	Ongoing	Increase in access to all school activities for all pupils
Classrooms are optimally organised to promote participation and independence and ensure safety of all pupils	Review layout of furniture and equipment to support the learning process in individual classes. Use of visual timetables / planners where necessary Visual support aids to help develop independence	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning.	Ongoing	All pupils have access to the National Curriculum

Ensure all children on the SEND list have the appropriate provision in place including those Individual Education Plans (IEPs), Individual Behaviour Plans (IBPs) and risk assessments where needed and these are monitored by the SENCO	IEPs and IBPs, risk assessments and the provision are reviewed at least termly	IEPs and IBPs, risk assessments and the provision are kept up to date and form a key part of the planning process of all pupils	Ongoing	IEPs, IBPs and risk assessments are in place to support the needs of individual children
Review TA deployment as needed to enable pupils to be appropriately supported	SENCO to discuss with TAs teaching staff and SLT at least termly	Adult support is available during times that individual children may need support	Review at least termly	Children have access to appropriate support

### **Improving the Delivery of Written Information**

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achievement</b>
Availability of written material in different formats by exploring SWAY newsletters and translation.	The school will make itself aware of the services available through for written information into alternative formats	The school will be able to provide written information in different formats when required for individual purposes	Ongoing	Delivery of written information to pupils and parents / carers improved
Make available school prospectus, school newsletters, and	Review all current school publications and promote the	All school information available for all. School	Ongoing	Deliver of school information to parents / carers and the local

other information available to parents / carers in alternative formats/ fonts suitable for parents with possible dyslexia	availability of in different formats for those that require it	information published on school website and updated regularly		community improved
Survey parents / carers on quality of communication	Part of annual parent's questionnaire and include in parent support group	School is aware of the opinions of parents and acts on this	Bi-annual	Parental opinion is surveyed and action taken appropriately
The school moves towards an electronic method of reporting to parents	Electronic reporting methods are explored	The school has explored electronic reporting methods and is knowledgeable about best practice	Annual	The school is able to move forward with electronic reporting to parents

### Improving the Physical Environment

Target	Strategy	Outcome	Timeframe	Achievement
Ensure all plans for the refurbishment of outdoor learning and play areas are fully inclusive across the school site.	All plans reviewed and reflected to ensure fully inclusive Advice sought where appropriate	Outdoor environments will be fully accessible for all including pupils, staff and visitors	Ongoing	Outdoor environments are fully accessible for all including pupils, staff and visitors
Audit access ramps, thresholds and outdoor pathways across the school ensuring clear entrance against DDA standards	Audit all access areas in line with DDA standards	Outdoor environments will be fully accessible for all including pupils, staff and visitors		