

Accessibility plan 2023 - 2026

Melbourne Infant School



Approved by: Chair of Governors

Date: March 2023

Next review due by: March 2026

Contents

1. Aims.....	2
2. Legislation and guidance	2
3. Action plan	4
4. Monitoring arrangements	7
5. Links with other policies	7

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1. Aims

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

- To reduce and where possible, eliminate barriers to accessing the curriculum and to enable full participation at Melbourne Infant School for pupils and prospective pupils, with a disability.
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to disabled pupils.

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.

Melbourne Infant School has high ambitions for all individuals and expects them to participate and achieve in every aspect of school life. We have a caring supportive ethos that seeks to value all individuals and treat them fairly and with respect. Our school promotes equality of opportunity for disabled people; pupils, staff, parents, carers and others who use the school. We promote a positive attitude towards disabled people to ensure discrimination and harassment are not acceptable. 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, sexual orientation and other cultural needs.

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.

We understand that the Local Authority will monitor the schools activity under the Equality Act 2010 (and in particular schedule 10 regarding accessibility) and will advise upon the compliance with that duty.

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

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3.Information from pupil data and school audit

Initial information to establish the profile of the pupils entering reception and their needs is gathered by school staff. The information is collated prior to starting school by:

- Information gathered from previous settings and providers
- Induction meetings
- Parent meetings
- If appropriate home visits

Annual questionnaires are distributed to parents/carers asking for information on disabilities. The parents/carers are asked to explain how the school could help in addressing the needs of the child. This feeds into and informs the points for action including;

- Curriculum access
- Physical environment
- Written information

4. Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<i>Our school offers a differentiated curriculum for all pupils.</i>	<p>All children will access a differentiated curriculum.</p> <p>Quality First Teaching strategies are implemented by all teachers.</p> <p>Tiered approach will be used to deliver a differentiated curriculum – Universal/Target/Specialist provision.</p> <p>Short term</p>	<p>Monitor provision through observations and learning walks. Termly meetings with SENDCo and all staff.</p> <p>Staff training from ISAT - Quality First Teaching/Tiered Approach/Provision Mapping.</p>	<p>HT SENDCo SLT SENTA TA Class Teacher</p>	Ongoing	All children will be offered an accessible curriculum that meets the needs of all individuals.
	<i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i>	<p>Resources provided will enable and support children with disabilities to access the curriculum.</p> <p>Reasonable adjustments are made to the school's behavior policy as and</p>	Monitor current resources and measure their impact on accessibility and learning. Parent/carer views consulted regularly to ensure maximum impact on	<p>All staff</p> <p>Parents/ carers</p>	Ongoing	School resources support access to the curriculum for all.

		<p>when appropriate.</p> <p>Adaptive teaching strategies are being implemented e.g. Modelling/Scaffolding.</p> <p>Long term</p>	learning and achievement.			
	<i>Curriculum resources include examples of people with disabilities.</i>	<p>Resources provided will show examples of children with disabilities - Assemblies, Awareness Events, Classroom books and learning resources.</p> <p>Long Term</p>	Audit current resources through staff discussions. Purchase resources as necessary.	All staff	Summer 2023	School has a wide variety of resources that include people with disabilities.
	<i>Curriculum progress is tracked for all pupils, including those with a disability.</i>	<p>Progress of all children will be tracked and monitored</p> <p>Short term</p>	Assess Plan Do Review cycles used to identify barriers and measure impact of provision in place. Insight used to track progress and attainment. Termly data analysis.	All staff	Ongoing	All children's progress will be tracked. Sub – groups will be monitored to ensure progress and attainment levels are at least expected for the individual.
	<i>Targets are set effectively and are appropriate for pupils with additional needs.</i>	<p>Children with additional needs will have short term targets.</p> <p>Short term</p>	Identify barriers and implement ADPR cycles identifying targets.	SENDCo Class Teachers	Ongoing	Individual class records identify provision for children with SEND. Boosters, interventions, ADPR cycles and Adaptive Teaching strategies, will identify children's targets matched to current need providing quantitative data to

						ensure progress is being made.
	<i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i>	Curriculum will meet the needs of all children. Long term	Regular review of curriculum to monitor and update.	All staff	Ongoing	The schools offer will meet the needs of all children including children with SEN.
	<i>Use of IT to support learning if required.</i>	IT will be used to support children with additional needs. Long term	To purchase equipment when necessary. ISAT Training – Using technology to support learning.	All staff	Ongoing	Schools resources support access to the curriculum for all.
Improve and maintain access to the physical environment	<i>The environment is adapted to the needs of pupils as required. Melbourne Infant School has one accessible toilet with nappy disposing facilities. Three classrooms have ramps that provide access in and out and two designated disabled parking bays are allocated at the front of the school. The school corridors and doors provide ample width to enable wheelchair use.</i>	Melbourne Infant school will be adapted to meet the needs of all current pupils. Long term	Monitor current environment and liaise with other professionals as appropriate to ensure the physical environment is accessible.	Headteacher/ SENDCo Other appropriate professionals	Ongoing	Melbourne Infant School will be fully accessible to all.
Improve the delivery of information to pupils with a disability	<i>Review documentation to check accessibility for parents with English as an additional language.</i>	To provide parents with English as an additional language accessible formats. Short Term	Liaise with EAL professionals. Ensure school communication (Dojo) packages offer translating facilities	Headteacher	Ongoing	All parents/carers can access school documentation.

	<p><i>Written materials and information can be provided in a range of format if required e.g. large print, symbols, Makaton, braille.</i></p>	<p>To ensure all pupils/ carers have access to all written information in their preferred format.</p> <p>Short term</p>	<p>School to provide different written formats.</p>	<p>Headteacher/ office staff</p>	<p>Ongoing</p>	<p>Pupils/ carers will be able to access all written information</p>
	<p><i>Methods the school uses to ensure all stakeholders can easily access all relevant information – website, text message, hard copies of documents when needed, email, Facebook Page, social media.</i></p>	<p>To ensure all stakeholders can access all relevant information.</p> <p>Short term</p>	<p>Continually monitor stakeholder population to ensure that information is always accessible.</p>	<p>Headteacher/ office staff</p>	<p>Ongoing</p>	<p>All stakeholders can easily access all relevant information</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 approved by governing body.

5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Administration of medicines policy
- Curriculum Policy

