## Sitwell Infant School

# **Accessibility Plan 2023-2026**

Review frequency	3 yearly	Review date	Spring 2026
GB	Full governing board	Staff responsible	Astrid Griffiths
Committee			
responsible			
GB	28 <sup>th</sup> March 2023	Website	Yes
Ratification date			

#### **Purpose of Plan**

The purpose of this plan is to show how our educational setting Sitwell Infant School intends, over time, to increase accessibility to the physical environment and the curriculum and that all pupils, parents, staff and visitors with a disability can take full advantage of their education and associated opportunities.

#### **Definition of disability**

A person has a disability 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 carry out normal day-to-day activities.

#### **Key Aims**

To increase and ensure all stakeholders with a disability have:

- total access to our setting's environment, curriculum and information
- full participation in the school community and
- that we as a school value and include all pupils, staff, parents and visitors regardless
  of their education, physical, sensory, social, spiritual, emotional and cultural needs
  as well as challenging negative attitudes about disability and accessibility and to
  develop a culture of awareness, tolerance and inclusion.

#### **Principles**

Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.

Our staff recognise their duty under the Equality Act:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010 Sitwell
  Infant school recognises and values the young person's knowledge/parents'
  knowledge of their child's disability

- recognises the effect their disability has on his/her ability to carry out activities,
- respects the parents' and child's right to confidentiality
- Sitwell Infant school provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

#### Increasing Access for disabled pupils to the school curriculum

This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

#### **Physical disability**

- Ensure that children with a physical disability (e.g. walking frame/wheelchair) can make full use of the classroom accessing all equipment and resources needed. Rearrange furniture as appropriate.
- Ensure that risk assessments are carried out to meet the needs of pupils who are or may be enrolled that have a physical disability.
- Liaise with appropriate outside agencies regarding the need for specialised or adapted furniture and/or equipment such as tables, chairs, cutlery, writing equipment.
- Ensure that children can access off site learning undertaking a pre visit to conduct a risk assessment detailing specific arrangements/adaptations in order for children to access the site.

#### Sensory barriers – sight/hearing impairment

In the case of vision impairment, school would seek to do the following:

- Consult with the person concerned or in the case of a very young child the parent/carer on specific needs.
- Consult with and take advice from the appropriate vision impaired support service in Rotherham LA.
- Ensure that all communication documents are accessible to all parents/carers/members of the school community e.g Braille or auditory access.
- Ensure that all communication documents are accessible to relevant staff.
- Ensure that children have appropriate support e.g seating arrangements, enlarged text, and appropriate level of lighting.

When redecoration of the building takes place (internally and externally) consult with the appropriate body and give regard to the needs of those with visual impairment in the choice of colours.

Off site visits are regularly used in school. Staff must conduct appropriate risk assessment, take advice from appropriate agencies and make all reasonable adjustments for all pupils to access as much of the visit as possible.

In the case of hearing impairment, school would seek to do the following:

- Consult with the person concerned or in the case of a very young child the parent/carer on specific needs.
- Consult with and take advice from the appropriate hearing impaired support service in Rotherham LA.

- In the case of pupils, access support materials for classroom e.g. hearing aid and speaker to be used by teacher/adult working with pupil.
- Investigate installation of hearing loop system to aid access for parents/ carers/visitors at concerts, assemblies etc.
- Head teacher and governors to assess budget/funding implications for loop system.
- Teachers/adults in school to support children to ensure they are seated in class to maximize the use of acoustics which may vary from room to room in school and be dependent upon which subject is being taught.
- Off site visits are regularly used in school and staff must conduct appropriate risk assessments, take advice from appropriate agencies and make all reasonable adjustments for all pupils to access as much of the visit as possible.

#### Curriculum

School will regularly review the needs of all children with a disability in the following ways:

- Hold regular review meetings with parents/carers, SENDCo, Headteacher, relevant staff and child.
- School will review risk assessments for both on site and off site curriculum activities and make all reasonable adjustments to enable access to the activities on offer.
- School will consult with leaders of after school activities and make all reasonable adjustment to allow access for any child with a disability.
- Ensure that parents are fully supported with how to help their child get the most out of their school years.
- All staff having high expectations in all aspects of school life.
- Seek specialist advice on access to subjects such as PE for children with physical/visual impairment, music for children with a hearing impairment
- Set targets which are challenging but realistic and which take into account the needs of the child.
- Monitor the progress of disabled children and adapt targets, teaching and learning appropriately (Use 'P' levels when appropriate).
- Ensure that topics and planning gives any disabled child as much access as possible
  and plan to make adjustments where deemed necessary, including the provision of
  resources such as laptops, specialist scissors etc.
- Ensure that staff training is up to date and that ongoing support is available from within school and outside agencies.
- Provide access to the curriculum for children with autism e.g. quiet time, TA support
  to understand some aspects of the curriculum or visual timetables to help them to
  understand the routine and order of the day.

#### Awareness raising with children/staff/parents/carers and visitors

To ensure the full inclusion of all children, staff, parents/carers and visitors to school we will:

- Ensure that staff are trained and prepared for any children with a specific need/ disability, as far in advance of them starting at this school as possible.
- Raise awareness of all staff in school even if they might not specifically work with the child e.g. through information sharing, staff meetings led by an appropriate professional.

- Raise awareness of children through class discussion, PSHE lessons, and visitors to school e.g. someone who uses a guide dog.
- Actively promote the social inclusion of children with a disability e.g. use the support staff linked to specific children to facilitate this. Ensure that children with disabilities are protected from bullying.
- Ensure that TAs provide effective support for children, but at the same time promote independence.
- Ensure that information is included in all relevant documentation e.g. induction pack for new families to the school, staff handbook and induction materials for new staff.

### Consultation with disabled children/staff/parents/carers and visitors to the school Ensure the inclusion of children with a disability through:

- Regular consultation with children and parents/carers.
- Making reasonable adjustments e.g. timetable alterations, extra time for lunch.
- Being aware of any parents who may need help accessing school for any reason and making reasonable adjustments e.g. special seating arrangements at a concert or performance.

## Financial Planning and control

The Headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Outcome	Action to ensure outcome	Who is responsible	Long, medium or short	Time frame	Notes
Full access to site, entry to school building and classrooms/hall/toilets are organised to promote the participation and independence of all pupils.	Risk assessment of outside and inside building. Audit of adaptations. Review and implement preferred lay out of furniture and equipment.	Headteacher Inclusion manager	Long	Ongoing	Wheel chair accessible Safe smooth surfaces All classrooms/hall on ground level Serviced hoist Access to disabled toilet Classrooms are accessible and clutter free All equipment and furniture accessible Room available for outside agencies to use that meet theirs and pupils disability needs
Staff are trained to meet the needs of all children	Audit pupils needs. Audit staff training requirements to meet those needs. Staff to access CPD in school and attend LA training. Liaise with outside agencies to deliver training sessions as part of traded service hours.	Headteacher Inclusion manager	Medium	Annually	Ensure all information is gathered about specific pupils' disability needs prior to attending school.  Staff attend training to meet the needs of these children.  (HI/VI/moving and handling/PT)  Invite OT to school to ensure children with disabilities can access the environment and advise on

	New staff to have access to training that meets the schools highest area of needs.				adaptations to the environment or reorganisation of furniture.
Pupils have full access to all areas of the curriculum.	Ensure MTP and short term plans document any adaptations/additional equipment pupils may need in order to have full access to teaching and learning and how individuals can record knowledge and learning PE equipment and activities are adjusted to allow pupil with disability to participate in lessons.  Access to lessons that involve life preparation learning.	Subject leaders Inclusion manager Class teachers Key workers	Medium and short term	Half termly, weekly, daily	Alternative ways of recording through use of ICT e.g. apps. Range of equipment available in PE lessons. Traded live and learn team are made fully aware of individual children's needs. Range of resources to engage children in all areas of the curriculum. Length of time individuals can access lessons is adapted where necessary.eg those with prosthetic limbs. Plan in time for additional sessions such as physiotherapy so as to not impact time in foundation subjects. Pupils to have full access to food technology/basic literacy and maths skills. Pupils are supported to develop independence skills such as toileting and dressing using backward chaining techniques on a regular basis. EP advice and recommendations embedded in classroom practice.

					SI advice and SMART targets embedded in day to day learning incorporating adaptations in order for pupils to access all areas of the curriculum.
All out-of-school activities are planned to ensure, where reasonable, the participation of the whole range of pupils.	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 legislative requirements. Increase in access to all school activities for all disabled pupils.	Head teacher Inclusion manager Class teachers	Short term	Half termly	Additional adult support as required to ensure safe access to all visits and after school clubs. Additional risk assessments carried out. Pre-planned visits by relevant staff.
Classrooms are organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases. Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Access to equipment such as cutlery, scissors, writing tools, fine/gross motor activities.	Class teachers Inclusion manager	Short	Daily and weekly	Use of disability equipment to practice movement around school and classrooms and arrange furniture accordingly. Equipment is easily accessible and labelled. Timetabled sessions to promote dressing/undressing toileting. Use of backward chaining method to increase independence. Support to use cutlery and staff to model and direct rather than doing it for them.
Training for Awareness Raising of Disability Issues	Curriculum to reflect the diverse needs of all children and families	Subject leaders	Long, medium	On- going	Use of literature (books shared in assemblies/classes/parents through

	RSHE planning and learning	Class	and		google classroom/learning mentor
	Jigsaw PSHE planning and	teachers	short		and nurture group sessions).
	learning	Inclusion			PSHE/PE/RSHE lessons.
	Posters/displays to reflect	manager			Visitors invited into school.
	diverse needs of school, local	Learning			School enrichment visits to local
	and global community.	mentor			places e.g. Minster, care home.
	Evidence of learning in floor	Nurture			
	books reflecting the diverse	group lead			
	needs of pupils in school.				
Ensure information is	Review and adapt documents to	Head	long	On-	Website has translation function and
accessible to all	facilitate the use of information	teacher		going	has a link to the local offer for
	for those with sight impairments	Inclusion			parents to access.
	(but not limited to this).	manager			
	Documents are available in large				
	text versions.				
	The website supports those who				
	require larger or smaller text.				

Accessibility outcome	Action to ensure outcome	Frequency	Cost implication
Full access to site, entry to school building and classrooms/hall/ toilets are organised to promote the participation and independence of all pupils.	Service hoist High visibility markings on playground, ramps, doors, disabled parking space Additional adults timetabled to support transition to classroom.	As and when required	£500
Staff are trained to meet the needs of all children	SENDCo/staff to attend LA training and/or training delivered by specialist partners:	3 yearly/or where appropriate for employment of new staff or	£4000

	<ul> <li>Sensory processing</li> <li>Dyscalculia</li> <li>PDA</li> <li>Select mutism</li> <li>Makaton</li> <li>Autism friendly provision</li> <li>SEN plan and SMART target training</li> <li>Attachment and trauma training</li> <li>ELSA training/updates</li> <li>Epipen training</li> <li>First aid</li> <li>Paediatric first aid</li> <li>Team teach</li> <li>Moving and handling</li> <li>Traded EP service</li> <li>Traded SI service</li> <li>Traded SALT service</li> </ul>	children the school with a specific need	Over the next three years, we will be focusing on these key areas to ensure we are highly trained in the primary areas of need identified in our school:  • Autism friendly provision & environment • Makaton • Pathological Demand Avoidance (PDA) • Moving & Handling • SaLT traded service • SI traded service • EP traded service
Training for Awareness Raising of Disability Issues	Literature (books/posters/resources such as puppets and props)	Yearly audit to ensure range of resources are used to raise awareness of a range of needs	£500
	PSHE training RSHE training Jigsaw scheme of work	PSHE leader attends PSHE Association yearly conference Annual fee	£250 £450
Resources and equipment needed to ensure full access to curriculum as well as bespoke equipment for sensory needs	Sensory toys Chair cushions Rubber feet for chairs ICT equipment (IPADS)	Yearly audit to ensure sensory resources are regularly replaced as and when needed both for	£2000

Weighted toys/blankets	class calm boxes and sensory
Stools/steps to access sinks for	room.
handwashing	Rubber feet trialled in one class.
Pencil grips	Purchase for whole school if have
Easy grip scissors	a positive impact.
Heavy duty plastic cutlery	

## **Accessibility audit**

Feature	Description	Action to be taken	Person responsible	Date to be completed
Number of stories	2	All classrooms are on the ground level. Hall, sunshine room and disabled toilet situated on ground floor. 1 upstairs room that is used for learning mentor and nurture group. If a child with a physical disability attends these sessions a different room will be allocated.	Head teacher/Inclusion manger	Adaptations made as and when needed
Corridor access	One floor level throughout school with no steps Wide enough for wheelchair access Clear at all times	Daily Health and Safety checks to check for obstructions/hazards	All staff/Site manager	Ongoing

Entrance doors	Entrance doors to main	Daily Health and Safety	All staff/Site manager	Ongoing
	entrance are double and	checks to check for		
	both can be opened at	obstructions/hazards.		
	the same time.			
	Entrance to Buttercup			
	classroom is wide enough			
	for wheelchair access.			
	Both entrances are clear			
	at all times.			
Parking bays	Located on site at the rear	To be kept clear at all	All staff/Site Supervisor	Ongoing
	of the building. One	times for disabled access.		
	disabled parking bay,	Where multiple users,		
	located near the main	cars just park behind each		
	school entrance and KS1	other.		
	entrance.			
Ramps	1 ramp to enter F2	To be kept clear from	All staff/Site Supervisor	Ongoing
	Buttercup class	obstruction.		
Toilets	1 disabled access toilet in	Alarm checks made by the	Site Supervisor	Ongoing
	school off the main	Site Supervisor.		
	corridor with pull cord			
	alarms.	Hoist serviced as and	Headteacher to arrange	
	Hoist available.	when needed.		
Reception area	Accessible to wheelchair	Welcomed to the school	Office staff	Ongoing
	users via the main	via the disabled access		
	entrance.	area in the staff car park.		
	Reception height is			
	appropriate for			
	wheelchair users.			
Internal signage	Health and Safety signage	Health and Safety checks	Site Supervisor/School	Ongoing
	in school		Business Manager	

External signage	Clear signage at both	To be kept clean and	Site Supervisor	
	pupil and staff entrances.	visible from foliage.		
External lighting	No lighting at the top of	Headteacher, site	Headteacher, site	By Autumn 2023
	the drive where disabled	manager and business	manager, business	
	drivers will use to gain	manager to research cost	manager	
	access to the disabled	of putting up lighting at		
	parking space and main	the top of the drive for		
	entrance	winter months.		
	External lighting on timer	Regular checks made by		
	attached to the outside	site supervisor.		
	wall in the staff carpark			
	near the disabled bay.			
Emergency escape routes	Signage clear throughout	Health and Safety checks.	Site Supervisor/School	Ongoing
	school.	Regular fire practices take	Business Manager	
	Evacuation route stuck	place at different times of		
	near door of every	the day where children		
	classroom.	may not be in class.		
	Fire evacuation plan in			
	place.			
PEP in place for individual	PEP shared with all staff	PEP in place and shared	Business manager, class	Updated annually or
children with additional	including lunchtime	with relevant staff.	teachers, lunchtime	before if changes needed
needs or disabilities.	supervisors and key		leader, Headteacher	
	workers that individual			
	children may work with			
	Shared with parents at			
	the beginning of every			
	new school year.			