



Accessibility Action Plan 2024-2027

Date adopted: March 2024

Date of next review: March 2027

Referenced policies: See below

Introduction

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for disabled pupils;
- b) improve the physical environment of the school to increase access for disabled pupils; and
- c) make written information more accessible to disabled pupils by providing information in a range of different ways.

A person has a disability if they have a **physical** or **mental impairment** that has a **substantial** and **long-term** adverse effect on their ability to carry out **normal day-to-day activities**.

This is the Accessibility Plan for Upton Infant School

Other policies

Our Accessibility Plan complements and supports our:

- *Special educational needs and disability policy* and related *SEN information report*;
- *policy for Supporting pupils at school with medical conditions*; and our
- Equality Information and Equality Objectives.

It should also be read alongside the following school policies, strategies and documents:

- Curriculum Policy
- Staff Development Policy
- Health & Safety Policy (including off-site safety)
- Policy relating to Behaviour
- School Development Plan

Our vision and aims

Upton Infant School wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Our pupils are provided with high quality learning opportunities so that each child achieves all that they can. We want all our pupils to feel confident and have a positive view of themselves.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by pupils with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our pupils and their families.

Current good practice

Identification

Upton Infant School asks for information on any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary.

Care plans are requested as is specialist service advice.

Curriculum

We have improved access to the curriculum for disabled pupils through the following means:

- using multimedia activities and interactive ICT equipment (Interactive Whiteboards and iPads) to support specific curriculum areas, e.g. numeracy and literacy;
- providing a differentiated curriculum, designed according to need and where necessary with specialist input, for those pupils that require this;
- Use of specialist equipment
- offering a Continued Professional Development (CPD) programme to ensure that all staff are knowledgeable of the impact of [ASD] [epilepsy] [attachment disorder] on learning;
- organising classrooms so that they promote the participation and independence of all pupils;
- Training regarding sensory impairments and the school environment; Poole hospital NHS trust, StikKids and SENSS
- Storycises, Learn to Move
- Squiggle whilst you wiggle
- Drawing club
- Jigsaw- PSHE policy

- Mental Health team and 1st aiders
- Mental Health Champion
- Trauma Informed Practitioners
- PEIC D and Attention ASD training with key members of staff delivering
- Working alongside a neurodevelopmental OT to improve the layout of shared spaces and classrooms
- Developing a therapy and sensory room within the HIVE
- modifying worksheets and curriculum content into large font if needed for pupils with a visual impairment (VI).]

Physical Environment

We have already improved the physical environment of the school to increase access for disabled pupils by:

- providing flat or ramped access to all school entrances;
- The Hive- an additional resourced provision which offers a less stimulating space with adult ratios which are higher and a smaller class size- meeting need of significant and complex needs (CI or SEMH)
- dedicating parking bay outside the main school entrance for pupils and families, and visitors with a disability;
- providing an accessible toilet with changing facilities;
- adding highlighting tape on all thresholds and steps, and yellow paint to the edges of pathways for pupils with reduced vision
- ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of roller blinds in the hallway and classrooms;
- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered;
- applying acoustic panels to walls and ceilings to improve sound quality for pupils with a hearing impairment
- providing fabric blinds, curtains, carpets and rubber seals to doors to improve sound quality;
- ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible.]
- Automatic press release doors into the school hall
- Transferable threshold ramp

Information

Upton Infant School already makes written information more accessible to disabled pupils through:

- modifying written information so that this is available in large print for pupils with a visual impairment as and when needed
- All boards are backed with hessian and supporting information finding and overloading
- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour;
- 'easy read' versions of our school policies can be requested
- using social stories and picture symbols to explain school rules for pupils who benefit from this.]
- The school website is a work in progress- all SEND and Safeguarding information to be accessible

Implementation

Our Accessibility Plan shows how access to Upton Infant School will be improved for disabled pupils (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school life.

In doing this, we have thought about:

- how to ensure disabled pupils are as prepared for life as their non-disabled peers;
- how we can encourage pupils with a disability to take part in after school clubs, leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to pupils with a disability to support their access to the curriculum;
- adding specialist facilities to our school as necessary and improving the physical environment;
- how we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.

Our Accessibility Plan has been written based upon information from the Local Authority (or site surveyor) and in liaison with pupils, parents, staff and governors of the school. It will advise other school planning documents.

We shall work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the *Local Authority Strategy for Accessibility*.

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the *Local Authority Strategy for Accessibility*.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

The Accessibility Plan will be implemented by Nadine Dawson-Quinton and Rhian Whooten. Sufficient resources will be allocated by Upton Infant School to implement this Accessibility Plan.

Monitoring

The Upton Infant School Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed.

The Upton Infant School Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

Upton Infant School ACCESSIBILITY PLAN - Improving access to the curriculum

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
<i>Staff training to support a growing rising need in allergies and medical needs</i> -epi pen training -Catheter -epilepsy -Stoma	<i>School nursing team will support whole school training sessions in epi-pens</i> <i>NDQ to ensure all medical plans are up to date and signed by parents</i> <i>Southampton Uni Hospital- Enuresis Clinician to attend UIS and offer awareness</i>	School Health Nadine Dawson Southampton Hospital	Yearly	• Children will have a reduced risk of allergy • Staff will be competent and confident in reacting to an emergency situation such as anaphylaxis • Staff will be able to follow an emergency care plan • Parents will have signed to agree emergency care and notifications within school • Staff will be able to support a pupil with intimate care- catheter
<i>All classrooms to be free from clutter and over stimulating displays</i>	<i>Staff to be provided with Hessian and black borders</i> <i>Classroom checklists used</i> <i>SLT to support adaptations and environment for key pupils</i>	All	Ongoing	• The use of natural materials such as hessian adds a natural sensory quality and does not detract from the child's learning • Children will be able to source information to support effective learning • Children will have environments that meet need and reduce heightened behaviours
Staff training in Quality First Teaching Approaches (metacognition, scaffolding, mental health, areas of SEND, lowest 20% etc)	SDP and 3 year SEND/PP strategy to reflect a 3 year cycle of professional development supporting all learners	All	3 year cycle	• All learners will be confident to communicate and take part within their community school • Staff will have the knowledge and skills to plan for effect quality 1st teaching • Children's needs will be met and make good if not accelerated progress.
Two members of staff to be trained to deliver an alternative reading programme for children who are identified to have working memory difficulties	Staff attend training to qualify in as specialist reading teachers	SE ES	£700 plus staff cover	• Despite individual needs more children will be able to access reading for enjoyment before entering KS2

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
and find phonological programmes difficult				

*Please read this action plan in reference with School Development, SEND Local offer and Pupil Premium Strategy

Upton Infant School ACCESSIBILITY PLAN : Improving the physical environment

This plan is structured in conjunction with the school's Asset Management Plan, the school Safeguarding File, the School Travel Plan, Health & Safety Audits, the Capital Build Programme and the Suitability Plan. The plan considers the essential work necessary to ensure reasonable adjustments have been made to the fabric of the main buildings to accommodate accessibility issues. As far as possible, work has been undertaken on temporary buildings to facilitate accessibility arrangements. In some cases Health & Safety issues necessitate more prompt action.

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	Cost (est.) £	How can we tell if this is successful?
The Hive- a resourced based provision which supports the complex and significant needs of pupils with either Communication and Interaction needs of Social, Emotional and Mental Health.	Hamwic Education Trust have invested in our drive and aims to support children within our community. A new build including sensory room has been completed Children's needs change through each cohort- this needs to be reflected through the criteria checklists and resources need to adapt and move	Duncan Churchill Nadine Dawson Hamwic Education Trust	Ongoing	£1000	Children will have a secure and safe learning environment Children will have access to high quality resources to meet their needs Children and parents within the community will be working together to achieve and make good progress Staff will be confident in coaching others
Funding agreed through DC and BCP to introduce regular support and neurological Occupational Advice due to the growing needs of pupils in all year groups	SLT will provide an Outcome document for both local authorities which will unlock funding for KRYSAIS to support at least every 2 weeks	Nadine Dawson BCP Dorset	Summer 2025	£500 per day Approx. £5,000 per year	Children will have environments which reduce negative sensory integrational needs and staff will have a sound understanding of why and how to implement sensory diets for individual needs and small groups

Upton Infant School ACCESSIBILITY PLAN - Making written information more accessible

What needs to be done?	How will this be achieved?	Who is responsible?	When will this be done?	How can we tell if this is successful?
	1.			•
The school website- Inclusion and Safeguarding pages are accessible and user friendly	1. Pages adapted and updated to ensure parental engagement All pages compliant 2. Parents know where to access key information across both Infant and Junior school 3. Increased uptake to coffee meetings so that information can be shared and discussed 4. Parent participation in SEND working parties- this will then be shared via a social media group (where relevant)	Nadine Dawson SLT	Summer 2024	• Parental feedback • Hamwic Audit
Translator information for EAL pupils is up to date and user friendly	1. Introduction of key adults who speak the national languages of pupil as mentors and 'friends'	Duncan Churchill	Summer 2024	Pupils whose 1 st language is not English feel confident and happy in discussing and sharing their views with mentors and 'friends'