

St Andrew's CE (VA) Infant School

Accessibility Policy and Plan



Title	Accessibility Policy and Plan
Version	1.2
Date	July 2018
Author	
Approved by headteacher	November 2022
Approved by governing body	
Next review date	November 2025

Modification history

Version	Date	Description	Revision author
1.1	16.9.19	Reviewed new review date	J Swallow
1.2	22.9.20	Reviewed new review date	J Swallow
1.3	September 2021	Reviewed new review date. No changes made	N.Shaw
1.4	November 2022	Reviewed and Accessibility Plan added to the document	N. Shaw

Accessibility Policy

Rationale

St Andrew's Church of England (Voluntary Aided) Infant School aims to provide a welcoming, safe, caring and supportive environment where everybody is encouraged and enabled to become successful, resilient and confident learners. We have high expectations for all and work collaboratively with all stakeholders.

Aims

At St Andrew's CE (VA) Infant School, we believe that every child deserves the best possible start in life and support that will enable them to fulfil their potential. We will aim to do this in our caring Christian environment, continually increasing the accessibility of provision for all pupils, staff and visitors to the school by:

1. Improving access to the **physical** environment of the school, adding specialist features as necessary.
2. Increasing access to the **curriculum** for pupils with disabilities, expanding the **curriculum** as necessary to ensure that pupils with a disability are as equally prepared for life as able bodied pupils. This includes teaching and learning, and the wider curriculum of school including after school clubs and breakfast club, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
3. Improve the delivery of **written and electronic information** for pupils, staff, parents/carers and visitors with disabilities.

To this end, the governing board and the school work together to ensure that all pupils, staff and parents/carers and other stakeholders are able to access most of the physical environment, the curriculum and the information provided by the school. An action plan is attached relating to these key aspects of accessibility showing how the school will address the priorities identified. These plans will be reviewed and adjusted annually.

Legal Framework

The Equality Act 2010 places a legal obligation on schools making it unlawful to discriminate against pupils, staff and other stakeholders with a disability. This Act brings together other equality laws including Special Educational Needs and Disability Act (SENDA) 2001 and the Disability Discrimination Act (DDA) 1995. The Act also places an anticipatory duty on schools to consider what reasonable adjustments need to be made to improve access to the schools' services for any stakeholder with a disability, including pupils, staff, parents/carers and any other visitor to the school, without waiting until the adjustment is actually needed.

St Andrew's Infant School Governing Body is committed to fair and equal treatment of all individuals; able bodied or disabled and will continually work towards improving access to the physical environment, to the curriculum and to the provision of information in order to work for access for all.

Policy Review:

This policy should be reviewed within 3 years of the date it was written.

Accessibility Action Plan November 2022-2025

Action Plan A – Improving Physical Access

	Focus Area	Findings/ comments	Time Scale	Priority	Cost	Who is responsible
1	To ensure the dining area, school meals offer, meets the needs of all those with specific medical needs. To ensure that such consideration extends to off-site activities.	All those with specific health needs have their dietary needs met. Regular consultation with parents and effective data collection regarding individual needs. Risk assessment and planning tools for off-site activities to include prompts for staff.	Ongoing	High	Possible cost of additional food needed to meet individual children's needs (e.g. lactose free cheese).	SBM & Cook
2	SEN children have an individual risk assessment carried out by SENDCo before SEN child is admitted to the school.	When appropriate, the risk assessment is carried out in conjunction with appropriate external agencies to ensure that the building meets the physical needs of the pupil. For example, changing bed installed in the disabled toilet, ramps installed, alternative chairs provided. Review each year as child moves into new classroom.	Ongoing	High	Advisory fee of external agencies e.g. Woodbank School	SENDCo
3	The site is fully accessible to pupils with physical disabilities and wheel chair users.	There is disabled access throughout the downstairs of the building. There is accessibility access around all of the outside of the school grounds. This site is also fitted with disabled toilet facilities and mechanical change table. There is a disabled parking space available to parents and visitors to the school available in the school car park.	Ongoing	High	Costs have been met. Costs of additional requirements (e.g. a hoist) if required in the future.	SENDCo

Action Plan B – Improving Curriculum Access

	Focus Area	Actions	Time Scale	Priority	Cost	Who is responsible
1	Differentiation in Teaching	SLT to monitor quality of differentiation and provision for SEND pupils.	Ongoing	High	SLT release costs	SLT & SENCO
2	Interventions	SENCO to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups	Ongoing	High	Resourcing costs of identified areas to develop	SENCO
3	Classrooms are organised to promote the participation and independence of all pupils	SENCO to carry out an audit of resources to ensure that lessons are planned and classroom is laid out to meet the needs of all pupils in the class. Children with wheelchair needs will be placed in a downstairs classroom.	Ongoing	High	Possible resource implications where gaps are identified	SENCO
4	Ensure that all whole-school workshops are accessible to children and adults/visitors who have a hearing impairment	SENCO to meet with hearing impairment team and take ongoing advice on how to meet the needs of children with a hearing impairment.	Ongoing	High	Not applicable	SENCO
5	Staff training in the production, implementation and review of provision maps and PPPs and monitoring systems.	SENCO to deliver staff training to teaching staff.	Ongoing	High	Not applicable	SENCO

Action Plan B – Improving Curriculum Access continued

	Focus Area	Actions	Time Scale	Priority	Cost	Who is responsible
6	To increase the participation of SEN students in physical activity and PE lessons.	Improved understanding of Brighthouse community and the diversity within it. Increased positive attitudes towards disabled people. Continue to ensure all SEN children can access PE lessons.	Ongoing	High	PE scheme training	PE Lead, Senior Leadership Team.
7	Pupils with disabilities participate fully in all aspects of school life, including all trips.	Risk assessments detail the additional staffing and resources required, individual risk assessments are produced to match pupils specific needs are made.	Ongoing	High	Cost of additional staff required to take children on trips	Senior Leadership Team & SENDCo
8	Access arrangements are made for Key Stage 1 SATs	Teachers assess which children require amendments to be able to access their KS1 SATs. SLT discuss these needs with Y2 teachers.	Ongoing	High	None	Senior Leadership Team
9	Work closely with external services and agencies to provide support in meeting individual children's needs with high expectations for their learning and achievement.	SENDCo ensures external services are used to support individual needs when required.	Ongoing	High	None	SENDCo

Action Plan C – Improving the Delivery of Written Information

	Focus Area	Actions	Time Scale	Priority	Cost	Who is responsible
1	Availability of written material in alternative formats when specifically requested	The school will make itself aware of the services available for converting written information into alternative formats (e.g. enlarged newsletters sent home, letters read out to parents).	Ongoing	High	Not applicable	Office Manager Admin Assistant
2	Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.	Staff involved with the recruitment process ensure the recruitment policy is adhered to. Candidates coming for interview are asked if any additional support is required. Candidates are not discriminated against based on their disability.	Ongoing	High	Not applicable	Senior Leadership Team, School Business Manager
3	Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.	Undertake responsible adjustments to enable staff to access the workplace.	Ongoing	High	Cost of any adjustments required	Senior Leadership Team, School Business Manager
4	Teachers are available to meet with parents throughout the year at a mutually convenient time	Newsletters are used to keep parents informed of upcoming events, these are published on the website but are also available as paper copies. Text messaging service is used to inform and remind parents of upcoming events. Teachers can be contacted during the working day via the school telephone.	Ongoing	High	Not applicable	Teachers Senior Leadership Team

		Teachers encourage the use of reading records to ensure an ongoing dialogue with parents.				
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