

College Park Infant School Accessibility Plan – 2015 to 2018



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1. Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. 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:

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

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At College Park Infant School the Plan will form part of the School Strategic Plan and will be monitored by the Headteacher and evaluated by the relevant Governors’ committee. The current Plan will be appended to this document .

At College Park Infant School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) The College Park Infant School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) 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.

3) College Park 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.

4) The College Park Infant School 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 Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a disability, expanding the **curriculum** as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities 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 schools 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 timeframe;

- 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 timeframe;
- 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.

5) The College Park Infant School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Asset Management Plan
- Behaviour Management Policy
- Curriculum policies
- Emergency Response & Critical Incident Plan
- Health & Safety Policy
- Equality & Diversity Plan
- School Prospectus
- School Improvement Plan
- Special Educational Needs & Disabilities Policy
- Staff Development Policy

8) 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 on-going period.

9) 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.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Finance and Premises Committees

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

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

2. Aims and Objectives

Our Aims are:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils,

Our objectives are detailed in the Action Plan below.

3. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers.

Curriculum

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, swimming/P.E. and after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; There are very few parts of the school to which disabled pupils have limited or no access at the moment.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

4. Access Audit

The main school is an Edwardian building with wide corridors and access points from outside through each classroom, at the end of each corridor and through the school hall onto the playground. All classrooms are on the ground floor, as is the hall, which are accessible to all. The staffroom and rooms in the School Lodge (Assistant Head's Office, Resources Room & Jungle Room) are the only ones on a second storey. Any activity in these can be made accessible elsewhere in the school if necessary.

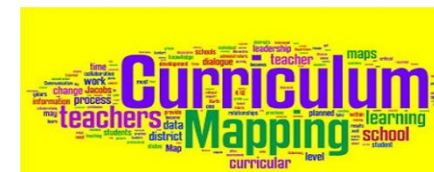
There is no on-site car parking for staff or visitors however, in certain circumstances parking is allowed on the playground, following a risk assessment. All entrances to the school are either flat or ramped and all have wide doors fitted. The school office has been fitted with a low reception desk, this being accessible to wheelchair users. There are disabled toilet facilities available, one at the end of the Yr 2 corridor which is fitted with a handrail and a pull emergency cord and one in each year group toilet block for pupils.

The school has internal emergency signage and escape routes are clearly marked.

5. Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced. The Governors and Senior Leadership Team will work closely with the Local Authority and other external agencies.

Action Plan



Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

	Targets	Strategies/Tasks	Timescale	Responsibilities	Success Criteria
	To liaise with pre-school providers to review the potential intake annually	Identify pupils who may need additional to or different from the provision for the rest of the cohort	By September annually	HT, EYFS Leader, Inclusion Manager	Procedures, equipment, resources, support in place to meet needs.
	To establish close liaison & communication with parents of pupils with SEND	Develop relationship & channels of communication	On-going	Inclusion Manager, SNAs & Yr Group Leaders	Positive feedback from parents.
	To continue to develop close liaison with external agencies	Ensure collaboration between all key personnel	On-going	All staff	Positive feedback from external agencies.
	To review classroom & learning environments to promote participation & independence of all pupils	Conduct learning walks of classroom & learning environments	Termly	Senior Leadership Team	All pupils are catered for appropriately & standards remain high.
	To continue with staff training in the writing, implementation, review & sharing of IEPs	Monitor current quality of IEPs & identify next steps	By July 2016	Inclusion Manager	IEPs are high quality & parents are well-informed.
	Staff training in supporting pupils with SEND, focusing on the key areas of need within the school: ASD, SALT, Social Emotional & Mental Health	Plan ahead & book training for Inset Days & twilight sessions	Annually	CPD Manager & Inclusion Manager	Staff feedback is positive about SEND CPD.

Action Plan



Aim 2 To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education & associated services.

	Targets	Strategies/Tasks	Timescale	Responsibilities	Success Criteria
	To ensure that the school has clear markings for pupils with visual impairments e.g. Nystagmus	Regularly monitor the condition of markings & act accordingly	September annually & on-going	Site Manager, Inclusion Manager & Headteacher	Visually Impaired pupils are safe & risks are minimised.
	To provide for pupils with hearing impairments	Ascertain requirements & liaise with Sensory Impairment Service. Move Soundfield system to classrooms as required.	On-going	Inclusion Manager & Headteacher	Hearing Impaired pupils achieve successfully.
	To provide efficient & equal access to new school kitchen/serving area for all pupils	Liaise with contractors, Local Authority, Contract Caterers & parents. Consider new ipad ordering system.	From January 2016	Admin staff, Headteacher, School Services Manager.	New school kitchen operates efficiently & effectively.
	To upgrade the facilities in the disabled access toilet when possible if being refurbished.	Liaise with Local Authority to identify up to date requirements. Governors to budget for refurbishment.	From September 2017	Headteacher, Site Manager, Local Authority	Disabled access toilet meets current requirements.
	To reinstate a hoist in the swimming pool should any pupil require this facility	Liaise with Local Authority as necessary.	As required	Inclusion Manager, Local Authority SEND team.	All pupils can access the swimming pool.
	To review the door furniture of classrooms in the main school building	Ascertain if door furniture can be changed & design rolling programme.	From September 2016	Site Manager & Headteacher.	Pupils can enter & leave classrooms easily.

Action Plan



Aim 3 To improve the delivery of information to disabled pupils & parents

	Targets	Strategies/Tasks	Timescale	Responsibilities	Success Criteria
	To ensure the school becomes aware of the needs/disabilities of pupils & parents as soon as possible, & caters for them.	Liaise closely with parents & Local Authority SEND team to be clear about pupils' needs. Develop positive relationships.	On-going	Inclusion Manager, Headteacher, Local Authority SEND team.	Procedures, equipment, resources, support in place to meet needs.
	To review documentation on our school website to check accessibility for parents with English as an Additional Language	Ensure a member of staff is responsible for managing the school website. Liaise with EAL parents to understand needs. Use EMAS as necessary. Include links & graphics where possible.	From September 2017	Headteacher & SLT. EMAS IT support company who manage website.	School meets statutory requirements. Parents find the website useful & accessible.
	To maintain & maximise the efficient use of the school's texting service (Teachers to Parents)	Seek feedback from parents about information they require. Ensure admin staff send texts well before events or as soon as possible.	From September 2016	Headteacher, admin & teaching staff.	Texting service provides good value for money.
	To provide 'parent-friendly' leaflets which communicate school policies & procedures in an easily accessible manner	Liaise with parent governors to gain their opinions & views of leaflets. Use their input for new ones. Send out leaflets regularly.	On-going	Headteacher, SLT & parent governors.	Parents feel well-informed.