

Carterhatch



Infant School

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Accessibility Plan

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

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Aims of the Accessibility Plan

This plan outlines how Carterhatch Infant School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where 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 plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum .
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupil's disabilities and the views of the parents/carers and pupils. In the preparation of an accessibility strategy, the school in consultation with LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents/carers.
- The headteacher and other relevant members of staff
- Governors
- External partners

This plan is reviewed every four years to take into account the changing needs of the schools and its pupils, and where the school has undergone a refurbishment.

The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Planning duty 1: Curriculum

Aim: To ensure that disabled pupils can participate in the school curriculum.

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

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Continue to liaise with pre-school providers to review intake for September as appropriate.	To identify pupils who may need additional provision for Sept intake or as pupils enter school. To provide support for pupils who enter school at any point.	Ongoing	Leadership & EYFS teachers. Outreach.	Procedures/equipment/ideas set in place by September or asap at other points of entry.
Continue to review all statutory policies to ensure that they reflect inclusive practice and procedure.	To comply with the Equality Act 2010.	Ongoing	Leadership (including Governing Body)	All policies clearly reflect inclusive practice and procedure.
Continue to establish close liaison with parents	To ensure collaboration and sharing between school and families.	Ongoing	All staff	Clear collaborative working approach
Maintain close liaison with outside agencies for pupils with ongoing health needs.	To ensure collaboration between all key personnel.	Ongoing	All staff Outside agencies	Clear collaborative working approach
Continue to ensure full access to the curriculum for all children.	<ul style="list-style-type: none"> • A differentiated curriculum with alternatives offered • Development of support staff to appropriate to the needs of the children. • Elephant + Kangaroo class run as necessary according to the individual children's needs. • Additional training is provided for staff to support as the need is identified. • Use of interactive ICT equipment • Specific equipment 	Ongoing	All staff led by SENDCo	<p>Advice taken and strategies evident in classroom practice.</p> <p>All children accessing full and relevant curriculum.</p>

Continue to finely review attainment of all SEN pupils	SENDCo/Class teacher meetings/Pupil progress. Scrutiny of assessment system Regular liaison with parents.	Termly	Class Teachers SENDCo	Progress made towards PSP targets Provision mapping shows clear steps and progress made.
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Planning duty 2: Physical environment

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

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve physical environment of school environment	The school will take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	SBM	Enabling needs to be met where possible
Continue to ensure visually stimulating environment for all children (Environment Audit)	Colourful, lively displays in classrooms and inviting role play areas. Appropriate environment to meet their needs.	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained.

Ensuring all with a disability are able to be involved.	<ul style="list-style-type: none"> • Create access plans for individual disabled children as part of individual provision map process. • Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. • Include questions in the confidential pupil information questionnaire about parents/carers' access to needs and ensure they are met in all events. 	With immediate effect, to be constantly reviewed.	Teaching and non-teaching staff	Enabling needs to be met where possible.
Improve access arrangements for those with disabilities to enter Reception and YR1 corridors from the main corridor.	Consult with LBE Asset management to advise on the best practice to overcome stairs to these areas.	By Sept 19	SBM	Easier direct access to reception and YR1 corridor - Completed August 19
Continue to ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	Ongoing and constantly reviewed	Head Teacher Team SBM	
Ensuring disabled parents have every opportunity to be involved.	As necessary: <ul style="list-style-type: none"> • Utilise disabled parking space for the disabled to drop off and collect children • Arrange interpreters from the RNID to communicate with deaf parents • Offer a telephone call to explain letters home for some parents who need this • Use buff paper and Arial font to aid dyslexic carers. • Adopt a more proactive approach to identifying the access requirements of disabled. 	With immediate effect to be constantly reviewed.	Whole school team With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education.

To continue to have community links.	School to continue to have strong links with schools, local cluster and the wider school community.	Ongoing	SMT All staff	Improved awareness of disabilities in the wider community. Improved community cohesion.
Continue to develop all facilities.	When needs identified or as redevelopment allows, look for new equipment and resources.	Ongoing	Whole school approach	Inclusive child-friendly play areas

Planning duty 3: Information

Aim 3: To improve the delivery of information to disabled pupils and parents.

Targets	Strategies	Timescale	Responsibilities	Success Criteria
As necessary increase access to written information for pupils, parents, and visitors.	<ul style="list-style-type: none"> Consistently use visual timetables for all children. Use specialised exercise books and reading rulers for identified children with dyslexia Increase font size on handouts if required. Encourage parents to use applications such as google translate to support EAL stakeholders. 	Ongoing	All staff	All stakeholders supported to the best of our abilities
To review children's records ensuring school's awareness of any disabilities.	<p>Information collected about new children.</p> <ul style="list-style-type: none"> Records passed up to each class teacher. End of year class teacher meetings Annual reviews PSP meetings Medical forms updated annually for 	Annually	All staff	Each teacher/staff member aware of disabilities of children in their classes.

	<p>all children</p> <ul style="list-style-type: none"> • Personal health plans • Significant health problems – children’s photos displayed around school. 			
In school record system to be reviewed and improved where necessary.	Record keeping system to be reviewed.	Continual review and improvement	Assessment Co-ordinator/SMT	Effective communication of information about disabilities throughout school.