

# Disability Policy and Accessibility Plan



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|----------------------------|------------------------|-----------------------------|
| <b>Written by:</b>         | Teresa Bourne - SENDCO | <b>Date:</b> September 2019 |
| <b>Last reviewed on:</b>   | September 2019         |                             |
| <b>Next review due by:</b> | September 2022         |                             |

## **Section 1: Vision statement**

### **Purpose of the Plan**

The purpose of this plan is to show how Field Place Infant School School intends, over time, to increase the accessibility of our school for disabled pupils. Our 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.

### **Definition of Disability**

According to the Equality Act 2010, a person has a disability if:

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

### **Legal Background**

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

- a) Increasing the extent to which pupils with a disability can participate in the school curriculum; which 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;
- b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the delivery of information to pupils with a disability, which is provided for pupils who are not disabled.

## **Documents and policies**

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

- Curriculum policy
- Equality Objectives
- Single Equality Policy
- Staff development policy
- Health and Safety Policy
- Special Educational Needs Policy and Information Report
- Behaviour and Anti-Bullying Policy
- School Development plan
- School Brochure/ prospectus and Vision Statement

The Schools complaints procedure covers the Accessibility plan.

## **Training**

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

## **Plan Availability:**

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

## **Review and Evaluation:**

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Field Place Infant School will address the priorities identified in the plan. The plan is valid for three years 2019-22. It is reviewed annually.

Approved by: Teresa Bourne SENDCO

Date: ...September 2019.      Next review date: ...September 2022

## Section 2: Aims and objectives

### Accessibility Plan Code

- C. Increase access to the curriculum for pupils with a disability
- E. Improve and maintain access to the physical environment
- I. Improve the delivery of information to pupils

The table below sets out how the school will achieve these aims.

| Access to the curriculum  |  |                                       |           |   |           |
|---|--|---------------------------------------|-----------|---|-----------|
| Goals /Priorities   | Targeted Actions /Tasks  | Responsibility                        | Timescale | Outcomes, Monitoring, Evaluation  | Resources |
| Ensure that all school policies reflect the requirements of the Special Educational Needs and Disability Act 2010 | Review all policies and revise as necessary e.g SEND Policy and Information Report, Admissions, Health and Safety, Off-site activities, Duty of Care etc   | Headteacher and Subject co-ordinators | Ongoing   | Remove barriers to curriculum access for current and future pupils with disabilities to embrace inclusive educational practice.   |           |
|   | Decide on and implement procedures for responding to potential complaints from parents regarding possible discrimination against their children related to disability: as a result of actions taken by the school. | Headteacher                           | Ongoing   | Complaints to be handled quickly, and resolved through conciliatory procedures if possible, reducing the need for parents to have recourse to local tribunals or to the SEND and Disability tribunal. |           |

| Goals /Priorities  | Targeted Actions /Tasks   | Responsibility                           | Timescale | Outcomes, Monitoring, Evaluation   | Resources                                   |
|--|---|--|-----------|--|---|
| Promote the development and extension of effective inclusive practice in school in the context of the Special Educational Needs and Disability Act, reducing barriers to educational access and raising pupil performance. | Provide training and/or support for: <ul style="list-style-type: none"> <li>• Ongoing disability awareness training to school staff and governors.</li> <li>• Teachers and support staff on curriculum differentiation and different teaching/learning styles appropriate for children with disabilities: use Makaton, social stories, simplified language, visual timetables etc</li> </ul>  |  | Ongoing   | Teachers and support staff will become more skilled in teaching and supporting pupils with additional needs<br><br>Reduced barriers to access the wider curriculum.<br><br>More accessible mainstream provision for children with SEN and disabilities | Use of Standards Fund to purchase training. |
|  | Collect data for pupils with additional needs / from vulnerable groups and use to set targets and monitor progress  | SENDCo                                   | Ongoing   | Will allow more rigorous target setting and measurement of outcomes of pupils with disabilities.   |   |
| Improve the ability to respond positively to children with a range of disabilities   | Provide training to address health and safety issues such as: <ul style="list-style-type: none"> <li>• possible hazards caused by use and storage of mobility equipment</li> <li>• physical intervention and positive handling of children with challenging behaviour</li> <li>• lifting and moving pupils with limited mobility, use of hoists if necessary</li> <li>• management of particular health needs and administration of medication</li> </ul> | Headteacher, SENDCo and Premises Officer | Ongoing   | Will reduce barriers to curriculum access for children with disabilities by improved management  |   |

|  |  |  |         |  |  |
|--|--|--|---------|--|--|
|  | <p>Provide training (as appropriate to children's needs) about specific disabilities:</p> <ul style="list-style-type: none"> <li>• autistic spectrum disorder</li> <li>• speech, language and communication needs</li> <li>• attachment disorders</li> <li>• sensory impairment</li> <li>• other additional needs</li> </ul>                                 | SENDCo   | Ongoing | <p>Makaton staff training Spring Term 2019 – regular taster / INSET sessions to embed the use of Makaton</p> <p>Will increase adult awareness and reduce barriers to curriculum access for children with disabilities by improved management</p>     |  |
|  | <p>Provide training and ongoing support to Midday Meals Supervisers (MDMS)</p> <p>Ensure the lunch hall has visual / pictures to represent key phrases linked to the lunchtime routine, such as hands up, clear your plate.</p> <p>Ensure MDMS have lanyards with pictures to help children with SEND / disabilities to understand what they need to do.</p> | <p>SENDCo</p> <p>TIC</p> <p>Business Manager</p> | Ongoing | <p>INSET Behaviour Training September 2019</p> <p>Further MDMS training to discuss strategies to use in the dining hall.</p> <p>Will reduce barriers in the dining hall and improve access for children with disabilities by improved management</p> |  |

| Access to the Physical environment  |   |  |                |  |           |
|---|---|--|----------------|--|-----------|
| Goals /Priorities   | Targeted Actions /Tasks   | Responsibility                                 | Timescale      | Outcomes, Monitoring, Evaluation   | Resources |
| Improve the emergency and evacuation systems to ensure the safety of all children.  | <ul style="list-style-type: none"> <li>Evaluate existing evacuation and emergency systems as informative to all children including with SEN and disability</li> <li>Identify areas requiring improved signing both visual and non-visual</li> </ul> | Premises Officer                               | Ongoing        | Children will evacuate the buildings calmly and safely and know the systems in place.  |           |
| Audit school grounds, classrooms and other inside spaces to ensure all buildings have clear disabled access, identify potential hazards, and ensure appropriate equipment for children with SEND. | <ul style="list-style-type: none"> <li>Premise Manager and SENDCo to carry out audit.</li> <li>Devise an action plan of improvements necessary.</li> <li>Discuss actions with Senior Leadership Team including Business Manager.</li> </ul>         | SENDCo<br>Premises Officer<br>Business Manager | September 2019 | The school will make improvements to ensure that pupils with disabilities will have improved access to all areas of the school and activities in the school day. |           |

| Access to learning and written information  |   |                                       |                    |   |           |
|---|---|---------------------------------------|--------------------|---|-----------|
| Goals /Priorities   | Targeted Actions /Tasks   | Responsibility                        | Timescale          | Outcomes, Monitoring, Evaluation  | Resources |
| Research information on ICT and other resources for converting written information to alternative formats for children who have disabilities. | <ul style="list-style-type: none"> <li>Liaise with Speech and Language Services for guidance on simplification of written language and visual cueing</li> <li>Research latest developments in ICT hardware and software for conversion of information formats, including to large print, Communicating Print - visuals etc</li> </ul> | SENDCo<br>TIC SSC<br>ICT Co-ordinator | Ongoing<br>Ongoing | Pupils with disabilities will have improved access to necessary information for all school activities |           |