



**WOOD END
INFANT SCHOOL**

Statutory Policy

Accessibility Plan

Committee with oversight for this policy – Resources	
Policy to be signed off by the Headteacher	
Policy last reviewed by the Resources Committee	14/12/2015
Policy last ratified and adopted by the Headteacher	14/12/2015
Policy / Document due for review	December 2019

Lucy Rodgers
Headteacher
14 December 2015

This policy was ratified and adopted by Lucy Rodgers who was the Headteacher until 31 August 2016. Madhu Bhachu. Headteacher since 1 September 2016, supports this policy and adopts it as the current Headteacher.

Wood End Infant School Accessibility Plan

Introduction

This plan has been written to meet the requirements of Wood End Infant school to carry out accessibility planning for pupils with a disability as stated in the Equality act 2010 and the SEND Code of Practice 2014. This plan will be reviewed regularly and will be updated every three years. This plan complements our SEN information Report, Equalities Policy, Equal Opportunities, Supporting Medical Needs in School, Pupil Toileting and Child Protection policies.

Article 23. Every child with a disability had the right to live a full and independent life with dignity and to play an active part in the community.

Article 19. Every child has the right not to be harmed by anyone or anything.

Article 40. Every child has a right to legal help and privacy.

Definition of Disability under the Equality Act 2010 states that a person has a disability if:

‘They have a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.’

Wood End Infant School recognises its duty:

- Not to discriminate against pupils with a disability in their admissions and exclusions and provision of education and associated services.
- Not to treat pupils with a disability less favourably.
- To take reasonable steps to avoid putting pupils with a disability at a substantial disadvantage.
- To publish an accessibility plan.

The Governing Body of Wood End Infant School recognises its duty to:

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

Wood End Infant School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils. We endorse the key principles which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils’ diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

What do we do to ensure that we have all available information about our pupils?

- We meet with colleagues from the previous settings so that we are prepared for pupils when they arrive in school.
- We liaise with parents/carers and professionals involved with the pupils to ensure we provide the appropriate care for their needs.
- Home visits are undertaken for all pupils beginning Nursery and Reception and if any pupils have additional needs the LA and health advisers are contacted for support and guidance.
- Transition meetings are held between class teachers each year.
- Welfare staff are trained in the use of asthma inhalers.
- All teaching assistants hold current first aid qualifications and are trained in the use of Epipens.
- Health Care plans are completed for all pupils with medical needs. (This is overseen by the AHT/Inclusion).

School Population

We have pupils with the following disabilities on roll:

ADHD
Anaphylaxis
ASD
Asthma
Dyspraxia
Eczema
Epilepsy
Hearing impairment/loss
Mental illness
ODD
Sickle Cell anaemia
SPLD
Visual impairment

We do not currently have children with these disabilities on roll, but staff are trained to support them:

Diabetes
Physical Impairment

Access Audit

We take advice on support needed for pupils with disabilities and work with experts to ensure they have the support necessary to fully include them in the life of the school.

The action plan ensures that:

the school draws on the expertise of external agencies to provide specialist advice and support.

- The Assistant Head for Inclusion has an overview of the needs of pupils with a disability and/or medical needs.
- There is appropriate deployment and training of support staff.
- Successful practice is shared within the school.
- The school works with partner schools.

- Pupils with a disability have access to extra-curricular activities, where appropriate.

Wood End Infant School consists of a 1 storey building with wide corridors and several access points from outside. The hall is on the ground floor and is accessible to all. On-site car parking for staff and visitors includes one dedicated disabled parking bay which can be made available on request.

The main entrance to the school has doors which can be opened to allow for wheelchair access. The main entrance features a secure lobby and has been fitted with a low reception desk, this being accessible to wheelchair users. There is a disabled toilet available in the entrance lobby for visitors and this is fitted with a handrail and a pull emergency cord.

The school has internal emergency signage and escape routes are clearly marked, all outside areas are tarmacked and there is some accessibility for wheelchair users.

All classrooms are fitted with appropriate lighting and interactive whiteboards, font sizes and colours can be amended to meet individual needs. Other resources are used in classrooms as needed for example CCTV video magnifiers, Ipads/tablets and laptops.

All pupils have opportunities to join age relevant extra-curricular activities beyond and within the school day. All pupils are included in a range of educational visits which support and stimulate the school curriculum. Staff consider the needs of all pupils when planning these activities and carry out appropriate risk assessments to ensure all pupils may participate. All trips are signed off by the Headteacher, supported by AHT/Inclusion and the Administrator. Advice is sought from other adults involved with pupils who may have special requirements and from health and safety officers.

To enable access to the curriculum for pupils with disabilities and special educational needs any arrangements are supported through the SEN Framework.

The three areas considered in the action plan are:

a) Increasing access to the school curriculum

This includes teaching and learning and the wider curriculum of the school including extra-curricular activities, educational visits.

Improving the quality of learning and teaching lies at the heart of the school's work. Through rigorous self-review and continuous professional development, the school aims to improve and enhance staff knowledge, skills and understanding to promote excellent teaching and learning opportunities for all pupils. We aim to meet every child's needs within inclusive classes.

Wood End Infant School has set the following overall priorities for increasing curriculum access:

- Early identification and assessment of pupils needs and expertise sought to support the pupils in school from parents and practitioners.
- Staff training on specific learning needs e.g. dyspraxia, autism, ADHD, mental health including behaviour and attachment.

b) Improving access to the physical environment of the school.

This includes improvements to the physical aids to access education.

Wood End Infant School will take account of the needs of pupils and visitors with physical difficulties when planning and undertaking future improvements and refurbishments of site and premises.

Physical aids to access education may include a wide range of equipment and may not necessarily be in place to meet the specific needs of an individual child. Provision will

therefore be negotiated once the child's specific and unique needs are known. This provision will also include the allocation of equipment for staff.

Previous adaptations made to the school:

- Fully equipped adult disabled toilet
- Staff trained to support pupils with medical needs
- Provision of a disabled parking bay on site

c) Improving the delivery of written information to pupils with a disability and/or parents/carers

In planning to make written information available to pupils with a disability and/or parents we will establish the exact need and then meet it. For example, printing letters in a larger font for a visually impaired parent/carer. We will use our own ICT infrastructure, Local Authority and support agencies to access a range of materials to support particular needs.

Teaching and support staff will always need to be sensitive to presenting materials to pupils in appropriate formats.

The school makes its accessibility plan available on the school website and in different formats such as large print upon request.