

Respectful, Kind, Curious and Ambitious



Accessibility Plan

Date policy last reviewed: _____

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

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ACCESSIBILITY PLAN

At Maidenbower Infant School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

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 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.

Objectives

Maidenbower 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.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

Maidenbower Infant School's Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame 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 physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability

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are as equally prepared for life as 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.

Maidenbower Infant School's Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

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.

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

- Behaviour Policy/Anti Bullying Policy;
- SEND and Inclusion Policy;
- Curriculum Policies;
- Emergency Plan;
- Health & Safety Policy;
- School Improvement Plan;
- Teaching and Learning Policy.

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 ongoing period.

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.

The Accessibility Plan will be published on the school website.

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

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Maidenbower Infant School

ACCESSIBILITY PLAN

Improving Physical Access

Question	Recommendations	Time Scale	Priority	Cost	Date Completed
Corridor	Keep all corridors clear from obstructions	Ongoing	High	None	Ongoing
Wheelchair access to main school building.	Ensure wheelchair users have independent access to the building	Ongoing	Low	None	Ongoing
Disabled parking	Disabled space available in Maidenbower Junior school car park		Low	None	n/a
Disabled Toilet	Disabled toilet available in main corridor	N/A	Low	None	N/A
Changing and Shower facilities	A shower and changing facilities are available in the SSC	N/A	Low	None	N/A

ACCESSIBILITY PLAN

Improving Curriculum Access

Question	Recommendations	Time Scale	Priority	Cost	Date Completed
To identify barriers to the inclusion of any pupils who, as a result of a disability, may not have full access to the curriculum	SLT to monitor quality of differentiation and provision for pupils with SEND and make reasonable adjustments to increase the extent the pupil can participate in the curriculum. Ensure all staff in the school are aware of the pupils who have a disability.	Termly	High	None	Ongoing Termly
Interventions	Inclusion Lead/ Class Teachers/ Teaching Assistants to audit current interventions and their success/impact on progress. Provision mapping to be used across all year groups.	Updated termly	High	None	Ongoing termly
Classrooms are organised to promote the participation and independence of all pupils	Monitor planning, Drop ins and observations. Audit of resources/learning environments to ensure lessons are planned to meet the needs of all the pupils in the class	Termly	High	None	Ongoing termly
Staff training in the production, implementation and review of ICHPs	Inclusion Lead to deliver training.	When needed	High	None	When needed

Staff training in supporting pupils with SEND	Inclusion Lead to organise and co-ordinate training relevant to current children's needs e.g. epilepsy, Diabetes type 1, dyslexia, ASC, S&L, team teach, Elsa	Ongoing	High	TBC	Academic yearly
Ensure pupils with a hearing impairment are able to access learning effectively	Work closely with external services e.g. sensory support, Teacher for hearing impairment to ensure we meet the needs of the pupil	Ongoing	High	None	Termly

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Improving the Delivery of Written Information

Question	Recommendations	Time Scale	Priority	Cost	Date Completed
Availability of written material in alternative formats/langauges	The school will make itself aware of the services available for converting written information into	Ongoing	High	None	Ongoing
Letters and documents sent out through school communication system for easy access.	Ensure all parents are aware of how to access school communication. Paper copies given to those who are not able to access the school online communication system.	Ongoing	High	None	Ongoing