

# Thurcroft Infant School

## WHOLE SCHOOL POLICY AND PLAN FOR ACCESSIBILITY



Date of Policy Approval      October 2020  
Date of Policy Review        October 2021

At Thurcroft 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 achieves their full potential. 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 celebrate everyone's individuality 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.

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

Thurcroft 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 parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parents' and child's right to confidentiality.

The Thurcroft 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 possible.

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 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.

The Thurcroft Infant School 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.

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 will be monitored through the Governor Premises Committee.

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.

The priorities for the Accessibility Plan for our school were identified by:

- The Governing Body
- Head Teacher
- Senior Leadership Team
- SENDCo

**Access to the Physical Environment**

Intent	Implementation	Timescale	Responsibility	Impact
To be aware of the access needs of disabled children, staff, governors and parents, carers  Ensure the school staff & governors are aware of access issues	a) to create access plans for individual disabled children.	As required	SENDCo / classteacher LSS	Plans are in place for disabled pupils, and all staff are aware of pupils' needs.
	b) to ensure staff and governors can access areas of school used for meetings	Ongoing	Headteacher	
	c) Regular reminder to parents, carers through Newsletter to let us know if they have problems with access to areas of school.	Ongoing	Headteacher	All staff & governors are confident that their needs are met. Ramps clearly accessible
	d) Staff to share SEN information with volunteers and support staff as necessary to ensure continuity			Continuously monitored to ensure any new needs arising are met.  Parents have full access

	of care for the children	Ongoing	SENDCo/ Class teacher	to all areas of school .  Volunteers are aware of needs of SEN children at all time
Ensure everyone has access to the main reception area	a) ensure that nothing is preventing wheelchair access  b) check the main doors are wide enough for a wheelchair  c) provision of appropriate seating	Daily check ensure the area is clear of obstruction   Seating in place	Site Supervisor /HT  H&S Committee  Headteacher H&S Committee	Disabled parents/carers/visitors feel welcome. Wheelchair users can access main reception area  Visitors can sit down if waiting for reception.
Maintain safe access for visually impaired people	Check exterior lighting is working	On a regular basis	Site Supervisor /HT H&S Committee	Visually impaired people feel safe in school grounds.
Ensure all disabled people can be safely evacuated	a) Ensure there is a personal emergency evacuation plan for all disabled pupils.  b) Ensure all staff are aware of their responsibilities in evacuation	Ongoing	SENDCo Headteacher to remind Staff  SENDCo/Headteacher to remind staff to use a more appropriate classroom if this situation arises	All disabled pupils and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation. Disabled people in wheelchairs can be evacuated
Provide support for hearing impaired pupils	Take advice from Hearing Impaired Service on appropriate equipment if this becomes necessary	As required	Headteacher/ Class teachers	All children have access to the curriculum
Ensure there are enough fire exits around school that are suitable for people with a disability	Ensure staff are aware of need to keep fire exits clear/fire doors closed but functional	Daily	All staff/Headteacher	All disabled personnel and pupils have safe independent exits from school

### Access to the Curriculum

Intent	Implementation	Timescale	Responsibility	Impact
Ensure all staff (teaching & non teaching) are aware of disabled children's curriculum access.	Share information with all agencies involved with each child	Ongoing	SENDCo	All staff are aware of individual's needs.
Ensure all staff access specific	Liaise with hearing Impaired teacher/vice	Autumn Term	SENDCo/ Class teacher	All staff clear understanding of the needs of hearing impaired

training who teach children with a Hearing Impairment				children and how to ensure the curriculum is accessible to them. Hearing impaired children are successfully included in all aspects of school life.
Educational visits and trips need to be accessible to all pupils.	Ensure venues and means of transport are vetted for suitability. Develop guidance on making trips accessible.	Ongoing	Evolve Co Ordinator/ SENDCo	All pupils are able to access all school trips and take part in a range of activities.
Ensure specific training for all staff who teach children with Sp&L difficulties	Liaise with SALT in school (Rachel Smith)	Ongoing	SENDCo / Headteacher/Subject Leaders	Children with Sp&L difficulties are successfully included in all aspects of school life.
Ensure all children can take part equally in lunchtime and after school activities	Discuss with Out of school Club staff and others running after school clubs. Risk assessments identify any changes to support access.	As required	SENDCo / Headteacher/After school staff	Disabled children feel welcome and able to participate equally in after school activities.
Ensure any specialist equipment is in place to ensure all children can access the curriculum.	Specialist equipment sourced and provided.	As required	SENDCo/ Headteacher	Provision of specialist equipment to ensure full access to the curriculum.

### Access to Written Information

<b>Intent</b>	<b>Implementation</b>	<b>Timescale</b>	<b>Responsibility</b>	<b>Impact</b>
Ensure all information to parent's/carers is accessible.	Identify preferred methods of communication. Review meetings are jargon free. School raises awareness of services available through the LA for converting written information into alternative formats. Accessible formats provided for all parents	Ongoing / as required  Ongoing	SENDCo / Headteacher/Admin staff	All parents/carers can interpret school information in a format accessible to them.
To ensure that information is accessible to all pupils.	IEP's are child friendly Visual timetables are available for any children requiring one.	In place	SENDCo/Teachers/TAs	All children can access information.