

West Bridgford Infant School



ACCESSIBILITY POLICY & PLAN 2018-21

Developed by	Gayle Cutts (DHT)
Date of Latest Review	Sept 2018
Statutory	Yes
LA Policy	(LA Template Used)
On Website	Yes
Governors Committee allocated to	Strategic
Date Approved	12 th Oct 2021
Application monitored by	Gayle Cutts (DHT)
Next Review date	Oct 2024

West Bridgford Infant School is committed to safeguarding, child protection, and promoting the welfare of children and young people and expects all members of the school and its community to share this commitment.

Introduction

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. It sets out how the governing body will improve equality of opportunity for disabled people. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed time.

Aims

The key objective is to provide a framework for integrating disability equality into school life, so as to reduce and eliminate barriers to accessing the curriculum and to promote full participation in the school community for pupils, and prospective pupils, with a disability. This Accessibility Plan and the accompanying action plan forms part of the Disability Equality Scheme and sets out how the governing body will improve equality of opportunity for disabled people.

The SEN and Disability Act 2001 extended the DDA (Disability Discrimination Act 1995) to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

Definition of Disability

Disability is defined by the Equality Act 2010: "A person has a disability if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on his or her ability to do normal day to day activities."

Vision and values

We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

Principles

The school offers a broad and balanced curriculum to all pupils irrespective of attainment or impairment. Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

West Bridgford Infant School has a long tradition of inclusivity and over the years we have developed a wide range of experience and skills. Funding from the LA for the family of schools SEN training is used to maintain and develop such skills. The SENCO and FS2 Leader are pro-active in visiting settings before children come to West Bridgford Infant School to facilitate the pre-planning of provision and alert relevant services that further support may be required.

Modifications to the building already made are:

- Ramp to main door
- Handrails to both entrances
- Ground floor doors wide enough for wheelchair access

- Disabled toilet on ground floor and space for a changing bed
- Modified steps at rear exits to support people with a visual impairment
- High visibility strips on 1 staircase
- Grab rails and steps in upstairs and downstairs toilets
- Handrails on both staircases to upper floors (1 staircase with an additional lower handrail)
- Paddle taps on all sinks

Strategies for Implementing the Accessibility Plan

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. Attached is an action plan (Appendix 1) showing how the school will address priorities identified in the plan.

In drawing up the Accessibility Plan the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailored to the requirements of individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance, to enable them to enjoy the school experience as fully as possible.

This document should be considered in conjunction with the SEND policy. This policy will be promoted and implemented throughout the school.

Date of next review: Disability access and provision are reviewed annually to meet the needs of each new cohort of children. This policy is formally reviewed every 3 years

Reviewed by: Strategic Development Committee

West Bridgford Infant School Accessibility Plan

PROMOTE EQUALITY OF OPPORTUNITY BETWEEN DISABLED PERSONS AND OTHER PERSONS				
Target	Strategies	Responsible Staff	Time	Success Criteria
Improve provision for Disabled Staff	Identify members of staff who are disabled and discuss needs	Head Teacher	Ongoing	Analyse and identify areas for improvement – action changes
Improve provision for disabled parents	Identify areas that need improving	Head Teacher	Ongoing	Issues identified by parents lead to adjustments to ensure disabled parents have the same opportunity to meet with their child's' teacher and to attend school events
ELIMINATE DISCRIMINATION				
Target	Strategies	Responsible Staff	Time	Success Criteria
Raise awareness	Staff administration day and staff handbook to remind staff of our duties and identify where discrimination may occur at our school.	Head Teacher	Annually September	Staff informed of duties. Identification of issues and implications.
Review and adjust policies.	When policies are reviewed ensure that the duties are reflected	SLT	Ongoing	Whole school policies reflect the DES.
Review and adjust planning	Ensure strategies are in place to enable all pupils to access the curriculum. Identify any needs and resources that need to be purchased to achieve this.	SLT	Termly	All pupils able to access the curriculum appropriately.
ELIMINATE HARASSMENT AND PROMOTE POSITIVE ATTITUDES TOWARDS DISABLED PERSONS				
Highlight the schools focus on combating bullying	Raise awareness amongst pupils of disability-related harassment. Use positive images of disabled people around school. Use assemblies to highlight achievements of disabled people e.g. para Olympics/Guide Dogs/Helen Keller/Douglas Bader and other inspirational people.	All staff School Council Head Teacher	Ongoing	Pupils understand the nature of bullying, and the zero-tolerance approach of the school.
Continue to promote positive attitudes amongst stakeholders in line with the school's equality policy	Disability awareness events. As above	All staff School Council Head Teacher	Ongoing	Pupils develop positive images of the potential of disabled people.
Ensure that disability-related harassment of disabled staff, parents and other users of the	Ensure accessibility to the school promotes positive attitudes and welcomes	Head Teacher Governors	Ongoing	School promotes a welcoming environment and positive attitudes to including disabled people.

school is identified and addressed.	disabled parents, staff and users of the school			
RECRUITMENT OF DISABLED STAFF				
Ensure opportunities are given to disabled persons who apply for positions in the school	Offer interviews to any disabled applicants who meet the requirements of the job specification.	Head Teacher Chair of Governors	Ongoing	Possible increase in disabled staff.

Visual impairment				
Target	Strategies	Responsible Staff	Time	Success Criteria
<p>To provide visual material in alternative formats</p> <p>To make safe provision for child in school</p> <p>Provision map in place as appropriate</p>	<p>Seek advice from LA re alternative formats. Consult with ISS for assessment and recommendations for resources to aid learning.</p> <p>Audit of school building to improve access</p> <p>All agencies have input to identify steps school/home to take to support progress</p>	Head Teacher	<p>Entry to school</p> <hr/> <p>Before entry</p>	<p>Delivery of curriculum improved – pupil able to access curriculum appropriately. Appropriate materials provided</p> <hr/> <p>School make more accessible via handrails / luminous strips on stairs etc.</p> <p>Pupils making progress on targets Home and school working together to enable pupil to achieve</p>
Train all staff on differentiating curriculum	<p>Seek advice from VI Team</p> <p>Refresh staff of Makaton signing if necessary</p> <p>Discuss with pupils in class to explain how they can help child</p>	Head Teacher	First term	<p>School environment provides sensory support and appropriately adapted resources Teachers able to meet child's needs</p> <p>Signs and symbols in place</p> <p>Inclusion given high priority</p>
<p>School environment accessible to pupils, parents and staff with visual impairment.</p> <p>Staff aware of resources available</p>	<p>H&S governors have remit to review the provision for visually impaired stakeholders on annual basis.</p> <p>Regular updates of purchases and sharing good practice</p>	Head Teacher H&S Governors	<p>Review annually</p> <p>Staff meetings to update resources available</p>	<p>School environment is maintained in readiness for any visitors who are visually impaired.</p> <p>Stakeholders needs met immediately</p>

Physical				
Target	Strategies	Responsible Staff	Time	Success criteria
To make the environment accessible	Carry out audit with PDSS support Identify areas for improvement and carry out any works necessary.	SFSS/PDSS & Head Teacher to assess access.	Before entry to school	Full access to downstairs area of the school.
Ensure appropriate level of support is available	Consider recruitment options if necessary.		As above	Pupil able to access the curriculum with appropriate level of support
Provision map in place as appropriate	All agencies have input to identify steps school/home to take to support progress		During the first term	Pupils making progress on targets Home and school working together to enable pupil to achieve
Train all staff on differentiating curriculum and giving full curriculum access	Contact sport disability unit/ OT as appropriate Review and adapt P.E. planning Consider school visits: - Contact coach companies re disabled coaches Consider any alternative provision required on school visits	PE Leader All staff Outdoor visits co-ordinator	On-going	Full access to curriculum Teachers able to meet pupil's needs Improved curriculum advice. Appropriate provision and access to all areas of the curriculum.
ICT support	Bid for inclusive technology			Technology installed and being used. Child accesses appropriate software
To provide full access to outdoor provision	Arrange modifications to external environment after assessments carried out by support partners.	Head Teacher	On-going	Full access to external environment
Medical				
Target	Strategies	Responsible Staff	Time	Success criteria
To provide appropriate medical support	Parents/medical profession to provide full information of needs. Training for key personnel to administer medication. Information displayed in medical room with routines identified if key personnel absent.	School Nurse/ Paediatrician	Before entry to school	Full access – Pupils needs met Child's needs met. Member of staff monitoring needs and communicating with parents
Ensure Health Care Plan in Place and agreed by parents/ professionals	Inform all staff of pupils needs. Add these to staff file to inform any supply teachers Establish communication line.	School Nurse All Staff	Ongoing	Medication administered successfully. Procedures in place if key personnel absent Smooth transition from one class to another. Routines maintained.

Hearing impairment				
Target	Strategies	Responsible Staff	Time	Success criteria
To enable child to access curriculum	Initial dialogue with ISS to identify need and any purchase of resources/aids. Look at room layout to meet pupils needs e.g. sit at front Familiarise staff with any auditory aids [e.g. radio aid]	SENCO/SFSS	Entry to school	Child has full access to curriculum by having all necessary aids fully functional.
Train all staff Use signs and symbols Ensure child feels settled in school	Input from Hearing Impairment Team. Details put in staff file to inform any supply staff of pupils need. Remind staff of Makaton signing – refer to training manuals for support Discuss with class to explain how they can help child	SFSS All Staff Class teacher	First term	Key staff trained Information available to any new staff Signs and symbols in place – used across the school and curriculum e.g. songs in assemblies School environment provides sensory support
To maintain and continue to improve provision	Ongoing assessments on progress. Dialogue with ISS to keep updated with new aids to help access curriculum. Ongoing contact with parents to ensure needs being met.	SENCO and review panel	Ongoing	School reviewing on a regular basis will all agencies. Provision suitable for pupils needs All support is appropriate, up to date and consistent.
ASD				
Target	Strategies	Responsible staff	Time	Success criteria
Teacher completes concern form	Concern form passed to SENCO	SENCO liaises with teacher	Within two weeks	Targets Set
Write Provision Map	Using B-Squared/Progression Steps where necessary use of appropriate support materials. Consult parents & Communication & Interaction Team/other agencies as appropriate TA support in classroom as possible use of appropriate support materials Progress on IEP monitored and recorded. Regular review and support for parents.	SENCO and SFSS staff	Within 1 month of identification	Provision map in place appropriate focus on learning needs – small steps to show progression Small steps progress evident.

Support child's learning with visual cues/ auditory equipment	Visual timetables displayed in classrooms Make bid for inclusive technology if appropriate (in conjunction with SFSS).	Class teacher SENCO	On entry	Learning is supported Pupil more independent Pupil uses appropriate software to aid learning
Speech and Language (to include EAL provision)				
Target	Strategies	Responsible Staff	Time	Success Criteria
Teacher completes concern form	Concern form passed to SENCO	Class teacher/SENCO	Within two weeks	SENCO liaises with teacher to decide next step
Set up provision map	SEND provision plan agreed with support agencies, teacher, SENCO and parents		Within 4 weeks	Provision Plan in place Outcomes set and being monitored ready for future review Provision Plan shared with TA's who support and monitor progress towards outcomes
EAL	EAL co-ordinator to Liaise with Class Teachers/TAs/LA support School assessment identifies baseline – specific areas of need identified and planned for Small group/individual sessions in place working on specific areas identified in assessment	EAL Lead and support staff		Small group/Individual support in place. Records of achievements kept and shared between staff
School seeks further advice from Speech and Lang support.	Liaise with Speech and Lang team Seek targets specifically for the child.	SENCO/Class teacher	Within one term	Assessments made which inform next S&L targets. Identified activities to support child Focused targets identified
Support child's learning with visual cues/ auditory equipment	Display Makaton symbols in environment. Make bid for inclusive technology if appropriate in conjunction with ISS	SENCO/Class teacher	Within two terms	Signs and symbols displayed Child uses appropriate software to aid learning Child more independent & communication is improved
Social & Emotional/Mental Health/BSED				
Target	Strategies	Responsible staff	Time	Success criteria
Teacher identifies concern	Concerns passed to SENCO	Class Teacher SENCO		Concerns will be shared Specific needs will be identified

Develop provision map	<p>Ensure staff training/CPD to provide appropriate support</p> <p>Designate Key Worker to support child if appropriate.</p> <p>Individual/small group support to meet the needs of the child e.g. Nurture/Theraplay/Listening & Attention etc.</p> <p>Inform all staff</p> <p>Risk Assessment where appropriate to ensure safety of child & other children/staff</p> <p>Review regularly and keep all staff updated of approaches/strategies.</p>	Class Teacher SENCO Head Teacher		<p>Appropriate provision will be in place Staff will have skills to support children</p> <p>Child will feel safe and know who can support them</p> <p>All staff will use appropriate strategies</p> <p>Children & staff will be safe</p>
Seek advice/Support	<p>Consult RPP Team/EHWB/CAMHS/Ed. Psychologist as appropriate.</p> <p>Work in partnership with parents/carers</p>	Class Teacher SENCO Head Teacher		Appropriate support & curriculum in place to enable child to feel safe/access curriculum
Curriculum	<p>Review Whole School Curriculum to ensure PSED accessed by all</p> <p>Access specialist providers to enhance the curriculum/provide specialist services</p>	SENCO Head Teacher PSHE Lead		Well balanced appropriate curriculum will be in place which supports children's development

Plan for Improving Provision to Meet the Needs of Children 2021-24

Area of Need	Actions
<p>These are in addition to ongoing good practice and adaptations to ensure the inclusion of any child with SEND. Children at 'SEN Support' have pupil profiles, individual learning plans and personal evacuation plans where required.</p>	
Hearing Impairment	<ul style="list-style-type: none"> • Adaptation of chairs to reduce noise. • Staff development on adapting resources to meet the needs of learners • Ongoing assessment of physical space to highlight any adaptations required • Staff training on use of Makaton if appropriate. • Ongoing use of Makaton symbols around school • Liaise with family, Hearing Impairment Team for additional training/advice as required.
Cognitive Developmental Delay	<ul style="list-style-type: none"> • Makaton symbols to be used around school • Develop the use of sensory stimulation to support children with developmental delay • Purchase/hire resources • Liaise with family, SFSS & health professionals and follow advice
Social & Emotional/Mental Health	<ul style="list-style-type: none"> • Mental Health Lead in place. • Mental Health Lead to attend working party and cascade learning to staff. (Strategies to use and sources of support.) • Further develop staff awareness of stress/anxiety management strategies for children • Continue to develop the use of emotional literacy resources/interventions to allow children to recognise feelings & how to manage them. • ELSA trained TA to offer support as appropriate. • Access training from EHW team to support children with specific issues. • Provide parenting support/advice
Attachment	<ul style="list-style-type: none"> • Continue to implement good 'attachment aware' practice. • Update attachment awareness training as required. • Ensure staff working with children have opportunities for breaks/debriefing time. • Work in partnership with family, adoption agencies/virtual school/SBAP team as required.
SALT	<ul style="list-style-type: none"> • Continue to work closely with SALT teams to develop practice and to carry out interventions as required.
Physical Disabilities	<ul style="list-style-type: none"> • Carry out ongoing risk assessments and put appropriate safety measures in place. • Work with PDSS team to make adaptations/provide equipment as required. • Liaise with OT, Physio etc.
Communication & Interaction	<ul style="list-style-type: none"> • Autism friendly classroom practice in place (Visual timetables, Signs and symbols, now and next boards etc.) • Social interaction groups • Sensory resources • Work closely with family & SFSS