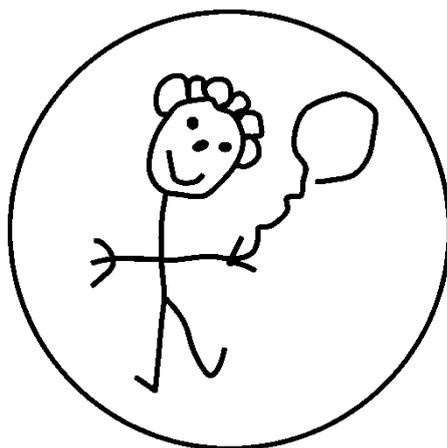


BARWELL INFANT SCHOOL

Accessibility Plan



Signed by Chair of the Governing Body

R. Everitt

Signed by Headteacher

T. Moreton

Agreed By Governing Body: October 2020

Date for review: October 2021

Disability is defined by the Equality Act 2010: 'A person has a disability if he or she has a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day to day activities'.

Accessibility Aims

- We are committed to meeting the needs of all children in our school, including those with disabilities.
- We aim to provide an environment that allows pupils with disability to access all areas of learning.
- We work hard to identify and remove any barriers to learning.
- We discuss with a range of external agencies to get their advice to ensure that we are modifying and adapting our curriculum and accommodation as necessary for any individual child with, or without, a disability.
- We ensure that no pupils or members of the school community are treated less favourably on grounds of disability.

Legislation and Guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Accessibility Audit

Access to the building – Outside

- ✓ Disabled parking – a bay is provided and labelled in the car park with access to a ramped doorway
- ✓ Visible signs around the building indicate entrances, exits and other advice for users
- ✓ At risk areas are fenced off when necessary – e.g. areas when there are workmen on site
- ✓ Ramped access is provided for doors 1, 2 and 5, with similar ramped access from the car park onto the EYFS external door

Access to the building – Inside

- ✓ All classrooms are accessible (door width at least 800mm). There are double doors available for use around the school to enable accessibility.
- ✓ Space is made available as required to allow movement around the rooms for wheelchairs/other aids such as rise/fall chairs.
- ✓ The school is accessible to wheel chair users, with specific planned wheel chair user routes to enable access around the school to all classrooms
- ✓ The dining hall is only accessed via stairs. There are visible markings for the edge of the steps and low handrails both sides. An EVAC Chair* is provided up in the dining hall for fast exit if needed by one individual
- ✓ ICT equipment is at the appropriate height to allow wheelchairs and rise/fall chairs to be placed for working
- ✓ A disabled toilet is provided in the main part of the building with all the recommended facilities in place
- ✓ Floor markings show steps and edges around the building

Access to the curriculum

- ✓ Resources are selected by the teaching and support staff to be appropriate for all users and adapted as necessary
- ✓ Classroom environments are managed to ensure the safety of all children/adults in them
- ✓ Work is adapted for the needs of the children in the class/group
- ✓ Assessments are made according to the individual children's needs
- ✓ All staff support children by reading, writing, facilitating learning and adapting resources/environment for individuals as necessary

Teachers endeavour to ensure that work undertaken by disabled children:

- reflects their pace of learning
- incorporates any equipment that they need
- takes account of the effort and concentration needed, providing times of rest if necessary
- is adapted to make use of different activities where a child is unable to use certain equipment or materials
- allows the child to participate in educational visits or other activities linked to their learning
- is presented in an accessible way, for example larger print where there is a visual impairment

*The EVAC Chair is in place in the dining hall. Various members of the staff team have had training to use it and this training is repeated at regular intervals. **In the event of fire/evacuation there will be a separate plan in place for children with wheelchairs/aids or mobility problems. (PEEP)

For Health and Safety issues please refer to the Health and Safety Policy.

Monitoring & Review of Policy

The effectiveness of the policy will be monitored by

- Headteacher & Premises Officer monitoring and dynamically risk assessing
- Chair of the Premises Health & Safety Committee (also SEND Gov) during half termly management reviews of site
- Health & Safety Governor during twice year audits
- Local Authority as required

This policy will be reviewed annually by the Premises Health & Safety Committee

Accessibility Plan

The Equality Act 2010 requires schools to have an accessibility plan aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improving the availability of accessible information to disabled pupils

In drawing up the current 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 provide training to ensure staff can meet the needs of disabled pupils
- To ensure that the school has been audited, assessed and adjusted to meet the needs of pupils with visual impairment

Improving Accessibility - Academic Year 2018-2019			
Target	Action Required	Responsibility	Timeframe
Ensure appropriate advice/training for staff who teach/support pupils with a visual impairment. Liaise with Vision Support.	Ensure monthly – half-termly visits for all children with a visual impairment. Ensure guidance in reports is shared and followed by staff and the necessary actions taken.	SENCO VI Team Teaching Staff	On going
Classrooms have appropriate equipment and resources to promote the participation and independence of all pupils.	Ensure appropriate specialist equipment is requested from external agencies or ordered by the school.	SENCO External agencies Class teachers	Equipment ordered when needed

	Large print books / resources – access to online large print libraries and books requested and printed by the Vision Support Service.		
Ensure staff are competent in using and supporting visually impaired pupils with resources provided by ICTAS (raised desks, touch typing laptops, resource centre for enlarging books and resources)	Training on the use of the resource centre to be cascaded to staff by the SENCO	SENCO VI Team Class teachers and support staff	Ongoing
Staff are enrolled onto courses, and insets work towards developing staff confidence with working with pupils with disabilities	Ensure all 1:1 support staff have specific training on disability issues. Regular access to Leicestershire Traded Services to ensure appropriate local training is sourced and booked Training from courses to be cascaded to staff as appropriate	SENCO Teaching/support staff	Ongoing
Further develop the use of ICT in supporting pupils with disabilities – with a focus on referring pupils for specific ICT equipment to support visual impairment	Vision assessments completed by ICTAS alongside Vision Support Service (referrals completed by SENCO, with permission from parents) Assessments from other outside agencies (Autism Outreach Service, Educational Psychologist, Specialist Teaching Service etc.)	SENCO ICTAS	As required