

ACCESSIBILITY PLAN



Body responsible for the Policy	Full Governing Body (FGB)
Date approved by FGB	21 st May 2019
Date of next Review	March 2022
Name of Headteacher	Mrs Lesley Spicer

1. Vision and Values

At Peel Common Nursery and Infant School we are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility, and to developing a culture of awareness, tolerance and inclusion. We recognise that we have a responsibility to meet the needs of all through promoting inclusion and recognising diversity. The achievement of disabled children will be monitored and we will use this data to raise standards and ensure inclusive teaching. The school will not tolerate harassment of disabled children with any form of impairment, and will also consider the needs of children who are carers of disabled parents.

2. Legal Background

Under the legislation: 'Equality Act 2010: Schedule 10, Paragraph 3', the school must have an Accessibility Plan. Under this legislation, a person (P) has a disability if:

- P has a physical or mental impairment, and
- the impairment has a substantial and long-term adverse effect on P's ability to carry out normal day-to-day activities.

Under Legislation: 'Disability Discrimination (prescribed times and periods for accessibility strategies and plans for schools)(England) Regulations, 2005' the Accessibility Plan must be reviewed every 3 years.

3. Aim of the Plan

Legislation makes it clear that schools must produce an Accessibility Plan that must be implemented. The aim of the plan is to:

- Increase the extent to which disabled pupils can participate in the school's curriculum,
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the school, and
- Improve the delivery to disabled pupils of information which is readily accessible to pupils and parents/carers who are not disabled.

The delivery of the above must be:

- Within a reasonable time;
- In ways which are determined after taking account of the pupil's disabilities and any preferences expressed by them or their parents.

4. School Context

Peel Common Nursery and Infant School is an inclusive maintained school catering for 3-7 year olds. The school comprises of a single level building in large grounds. There is level access to all areas of the building.

Generally the school has a lower than average percentage of children with SEND and this data is constantly reviewed.

5. The School's Aim

The School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

Improve 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.

Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.

Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

6. Accessibility Planning

The priorities for the Accessibility Plan for the school were identified by a planning group who consisted of:

- Governors
- Headteacher
- SENCO
- Health and Safety Officer

The school recognises that the involvement of disabled children, staff, parents and visitors is essential. We will aim to gain their involvement through:

- Sharing of ideas.
- Using SEN review meetings to highlight any specific requirements.
- Highlighting in the school prospectus and on the school website that the person to contact with regards to the needs of disabled children is the SENCO (Special Educational Needs Coordinator).
- Links to the SEN Report and the Local Offer available on the school website.

- Conduct effective liaison with pre-school, playgroups and nurseries enabling us to understand the needs of individual disabled children as the transit to the school.
- Reminding parents and carers that staff are available to discuss ways in which we can improve the service we provide for disabled children and parents.
- Informing all staff that if they wish to discuss issues relating to disability, then they should talk to the Headteacher or SENCO.

7. Other Information	
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The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

Curriculum Policy
 Equal Opportunities and Diversity
 Health & Safety (including off-site safety)
 Special Needs Policy
 Behaviour Management
 School Strategic Plan
 School Prospectus

8. Annexes	
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Annex A: Action Plan

ANNEX A: PEEL COMMON INFANT SCHOOL AND NURSERY UNIT ACCESSIBILITY ACTION PLAN

Physical Environment

<u>Targets</u>	<u>Strategies</u>	<u>Timescales</u>	<u>Responsibility</u>	<u>Success Criteria</u>
To be aware of the access needs of disabled children, staff, governors, parents and carers.	<ul style="list-style-type: none"> a) If appropriate, to create access plans for individual disabled children as part of the EHCP process. b) To ensure all users with access needs can make full use of the school. 	As required.	SENCO/Class teachers	EHCP are in place for disabled pupils if required, and all staff are aware of pupils needs.
Ensure all disabled people can be safely evacuated.	<ul style="list-style-type: none"> a) Ensure there is a personal emergency evacuation plan for all children or adults who may need them. b) Ensure all staff are aware of their responsibilities in evacuation. 	As required.	Headteacher/ Health and Safety Officer	When a person needing assistance to evacuate the premises is at the school a personal evacuation plan is completed and disseminated accordingly.
Install an adult accessible toilet.	Plan, budget and commission an adult accessible toilet at the school.	Long term plan.	Headteacher/SBM	Completed installation of an adult accessible toilet.

Curriculum

<u>Targets</u>	<u>Strategies</u>	<u>Timescales</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Ensure support staff have specific training on disability issues.	Identify training needs at regular meetings.	Ongoing	SENCO/Headteacher	Raised confidence of support staff.
Ensure all staff (teaching and non-teaching) are aware of disabled children's curriculum access.	Refer to any EHCP, IBMPs or PPs.	Ongoing	SENCO	All staff are aware of individual's needs.
Review curriculum areas and planning to include disability issues.	Include specific reference to disability equality in all curriculum reviews.	Ongoing	SENCO/Headteacher	Gradual introduction of disability issues into all curriculum areas.

Access to Information

<u>Targets</u>	<u>Strategies</u>	<u>Timescales</u>	<u>Responsibility</u>	<u>Success Criteria</u>
Ensure all information is provided in forms suitable for disabilities.	Provide large print, alternative languages, etc. Ensure parents are aware that information can be provided in different formats.	Ongoing	Headteacher and School Office.	If information is required in an alternative format it is available.