

Wallace Fields Infant School and Nursery



Accessibility Plan

Wallace Fields Infant School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Reviewed: Autumn 2018

Next Review: 2021



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Author	Katie Muir
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Document History

Date	Version	Amended By	Comment (e.g. reason for version change)
16.11.15	1	Ceri Jewell	Annual policy review
18.05.16	2	Katie Muir	Master front cover sheet added
08.09.17	3	Katie Muir	Annual Policy check
21.09.18	4	Katie Muir	Annual Policy Review

Wallace Fields Infant School Accessibility Plan

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 2005. It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002. This plan also includes increasing access for disabled adults.

Definition of Disability

Disability is defined by the Disability Discrimination Act 2005 and Equality Act 2010 as: "A person has a disability 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 carry out normal day to day activities."

Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

Principles

Compliance with the DDA is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEND policy;

The school recognises its duty under the DDA (as amended by the SENDA):

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan
- In performing their duties, governors and staff will have regard to the DRC Code of Practice (2002)
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2013 framework, which underpin the development of a more inclusive curriculum
- Setting suitable learning challenges
- Responding to pupils' diverse learning needs

Overcoming potential barriers to learning and assessment for individuals and groups of pupils

Activity

a) Education & related activities: Increased access to the curriculum

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

b) Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Provision of information

The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

Action Plan - See attached (Appendix 2)

Linked Policies

This plan will contribute to the review and revision of related school aspects, e.g.

- School improvement plan
- Finance
- Premises
- SEN policy
- Equal Opportunities policy
- Curriculum policies

Appendix 1

Date of Plan : Autumn 2018

Date of Review : Autumn term 2018 Member of staff responsible: Katie Muir

Headteachers: **Nicky Mann & Jamie Hallums**

Committee(s) responsible/Premises Committee: **Nicky Mann,**

The plan was approved by the governing body

Appendix 2 -Wallace Fields Infant School Accessibility Plan

	Objective	What	How	When	Goal Achieved
<i>Improved provision of information</i>	To ensure compliance with DDA and Code of Practice	Staff and governors informed of requirements and obligations of DDA, and of the Accessibility Plan	Staff meeting Governors meeting	Ongoing - yearly	School complies with requirements of DDA and Code of Practice
<i>Improved provision of information</i>	To improve availability of written material in alternative forms	School aware of local and County services for converting written information into alternative formats	Inclusion Manager researches and discusses with staff dependant on needs of cohort of parents	Ongoing	School able to deliver information to all pupils and parents with disabilities
<i>Improved provision of information</i>	To ensure provision for disabled parents is provided	The school provides appropriate support for disabled parents at Parents Evenings, assemblies, parking facilities etc.	Employ a professional to translate if parents are deaf , special parking provision for parents who require it	ongoing	Parents given full access to school and information regarding the progress of their children
<i>Improved provision of information</i>	To ensure admission packs request additional medical information about both the parents and their child	To review Admissions policy/pack yearly	Head Teacher to review annually	ongoing	School will be fully aware of the disability needs of all parents/carers and pupils
<i>Improved provision of information</i>	To review and evaluate all policies to ensure that they reflect the disability equality duty to pupils, staff and parents	All subject leaders, HT and DHT to review all policies	Class Teachers, HT and DHT to review, evaluate and feed back to staff at staff meeting	ongoing	All policies will reflect the disability equality duty

<i>Improved provision of information</i>	To ensure that all disabled pupils, staff and parents are fully aware of the definition of disability	Inclusion Manager to ensure that school prospectus defines disability	Inclusion Manager to review prospectus and share with all staff	ongoing-annually	School prospectus will reflect the disability equality duty by defining disability
<i>Improved access to the curriculum</i>	To provide regular training for SEN TA's on use of specialist equipment	SEN TA's will attend courses and in-house training on specialist equipment for OT, SLT, visually impaired etc.	Inclusion manager, Class teachers, OT and SLT to work closely together.	ongoing	All pupils with a disability will have equal access to the curriculum
<i>Improved access to the curriculum</i>	To improve access to the curriculum through the use of ICT	Inclusion Manager to purchase specialist ICT equipment for children who require it mouse and to liaise with SEN ICT for assessment and support by providing appropriate ICT equipment	Inclusion manager to work with SEN-ICT experts and external agencies e.g. OT to purchase appropriate equipment	ongoing	All pupils with a disability will have equal access to the curriculum through the use of ICT
<i>Improved access to the curriculum</i>	To improve provision for children with hearing impairment	Develop staff's knowledge and skills in managing children with hearing impairments.	Individual teachers and support staff to attend training on adapting the environment, Makaton, visual cue cards and how to support developing independence with hearing equipment.	ongoing	Staff have increased confidence and skills in working with children with hearing impairments and related disorders. Improvement in staff knowledge will result in the children having increased access to the curriculum.

<i>Improved access to the curriculum</i>	To ensure that school trips are made accessible to all	Class Teachers will ensure that all parents and pupils have access to the school trips	The teachers will visit the location before the visit to ensure that it is suitable for all. Wheel chairs will be available if required.	ongoing	Everyone will be able to access all trips
<i>Improved access to the curriculum</i>	To ensure that teachers planning ensures opportunities for all pupils	Teachers will ensure that lessons are appropriately differentiated for the pupils in their class. Deputy Head Teacher will monitor planning to ensure differentiation.	Weekly planning	ongoing	All planning will continue to meet the need of every individual child
<i>Improved access to the curriculum</i>	To ensure that SEND Arrangement targets continue to accurately reflect the needs of individuals and plans for interventions that are 'additional to and different' from those provided for other pupils.	Class teachers write termly SEND arrangement targets and one page profiles. Inclusion Manager reviews plans before being sent to parents	SEND arrangement targets are written by the class teachers and checked by the Inclusion Manager. SEND Arrangement targets are decided in conjunction with parents and children are shared with TA's and support staff	Termly-ongoing	SEND Arrangement targets will map out the Childs next steps in learning and outcomes will be judged against clear success criteria
<i>Improved access to the curriculum</i>	To create a clear provision map of all Inclusion support in place to meet individual needs, including financial	Inclusion Manager in conjunction with the class teachers and SEN teaching assistants to	Inclusion Manager will complete SEN provision map and discuss with all staff at SEN	ongoing	Inclusion Manager will have a clear understanding of SEN provision in the school and

	distribution of funding	complete a provision map to outline what support is in place for our SEN pupils	meeting (termly)		will allocate support when required. All pupils will be supported effectively
Improved access to the curriculum	To continue SEN meetings with Class Teachers and Teaching Assistants	Class Teachers and Teaching Assistants have allocated time to discuss SEN pupils and vulnerable groups of pupils, IEP's and support activities	During Inset time, staff are allocated SEN time.	ongoing	Class Teachers and Teaching Assistants will have a clear understanding of the needs of the pupils in their class allowing effective support to be put in place
Improved physical environment	To improve physical access for children & parents with disabilities.	Ramps for easy access for those with disabilities are available at entrances to the school.	Head Teacher ensured that this was included in the plans for any new building works	Ongoing	Walkways are installed that enables children & adults with disabilities to have easier access to new classrooms
Improved physical environment	To improve working environment for pupils with hearing impairment	To take advice from outside agencies and adapt the environment as necessary	Seek advice from external agencies e.g. visually impaired support teacher	ongoing	Working environment adapted to improve visual environment.
Improved physical environment	To ensure there is an accessible toilet that can be used by disabled pupils & staff & parents	An accessible uni-sex disabled toilet is available in the office area, Nursery and Reception buildings.		Ongoing	Accessible toilet available for all pupils / adults