



# Shears Green Infant School

## Accessibility Plan

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## 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Shears Green Infant School we are committed to providing an education that includes:

1. Developing positive attitudes and values and encouraging children and staff and parents to grow in self-esteem, independence and respect for one another
2. Creating an inclusive school where everyone is valued, able to achieve and are recognized for their achievements.
3. Raising standards through effective teaching and learning ensuring the curriculum is broad, balanced, relevant and differentiated.
4. Promoting positive attitudes to personal well-being and healthy life styles.
5. Establishing and maintaining positive partnerships with parents and the local community
6. Providing a safe, secure, exciting and stimulating learning environment. The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including governors.

## 2. 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.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aims	Targets	Strategies	Person responsible	Timescale	Success criteria
1. Increase access to the curriculum for pupils with a disability	To liaise with pre-school providers to prepare for new intake of children into the FS year.	To identify pupils who may need adapted or additional provision.	EYFS leads Inclusion Manager	May to July annually.	Provision set in place ready for when children begin school in September.
	To liaise with other schools to prepare for children who transfer within year.	To identify pupils who may need adapted or additional provision.	Inclusion Manager	Ongoing as need arises	Provision set in place for when the child starts school.
	To review SEN policies to ensure they reflect inclusive practice and procedure.	To comply with Equality Act 2010.	SLT Governors	Ongoing	All policies reflect inclusive practice and procedure.
	To establish and maintain close liaison with parents.	To build relationships by meeting regularly with parents to share information – with at least 3 formal meetings per year.	SLT and all staff	Ongoing	Clear working relationships through regular meetings, personalized plan and EHCP reviews.
	To establish and maintain close liaison with outside agencies for pupils with additional needs.	To work with key personnel to support children with additional needs.	Inclusion Manager/SLT/all staff	Ongoing	Good communication between professionals including specialist teachers, pediatricians and social workers. Advisory advice being followed.

	To include pupils with disabilities, medical conditions or other access needs as fully as possible in the wider curriculum, including trips and extra-curricular activities.	To create personal risk assessments and access plans for individuals. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.	Inclusion Manager All staff	Ongoing	Risk assessments, care plans and PEEPS created for children with individual need.
2. Improve and maintain access to the physical environment	To improve the school physical environment.	To take into account the needs of pupils with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.	SLT Site managers Governors	Ongoing	Evidence that appropriate considerations have been made wherever physical school improvements are carried out.
	To ensure reasonable adjustments are made for pupils with a disability, medical condition or other access needs.	Create personalized risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures are clear and that staff are capable of carrying them out.	Inclusion Manager SLT Site managers	Ongoing	As full as possible inclusion for all pupils./ Safe evacuation in an emergency.
3. Improve the delivery of information to pupils with a disability, staff, parents/carers and other members of the school community.	To enable improved access to written information for pupils, parents and visitors.	Create and offer information in alternative formats. Access arrangements are considered and put into place for statutory testing.	SLT Admin team Year 2 lead Inclusion Manger	Ongoing	Alternative methods of information sharing used such as; braille, enlarged text, letters on coloured backgrounds, translated letters.

## **4. Monitoring arrangements**

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by our governing body.

## **5. Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys				
Corridor access				
Lifts				
Parking bays				
Entrances				
Ramps				
Toilets				
Reception area				
Internal signage				
Emergency escape routes				