

ASCOT HEATH INFANT SCHOOL

ACCESSIBILITY PLAN 2016- 2019

Introduction

The Disability Discrimination Act 1995 was extended to include education by the SEN and Disability Act 2001 (SENDA). The board of Governors of Ascot Heath Infant School recognises the following duties that this places upon them;

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
- To plan to make reasonable adjustments to the school buildings, so that there is an increased access to education for disabled pupils and to make the school buildings more accessible for disabled persons.

The planning duties of the DDA makes three requirements of the Governing body

- To increase the extent to which disabled pupils can participate in the school curriculum
- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- Improving the delivery to disabled pupils of information which is provided for pupils who are not disabled in a format appropriate to their needs.

We are required to resource, implement and review our accessibility plan as necessary. This plan will be monitored and evaluated by the Teaching, Learning and Community Committee. The plan attached sets out the Governors' proposals for increasing access to education for disabled pupils.

Disability definition Ascot Heath Infant School

"A person has a disability if he or she has a physical or mental impairment that has a substantial long-term adverse effect on his or her ability to carry out day to day activities" (DDA definition of disability)

Ascot Heath Infant School's policy on equal opportunities and disability is to ensure that there is no discrimination against any sub-group within its community, be it because of sex, religion, race, colour or disability. With this in mind the school has put in place policies and procedures so that disabled people are not treated less favourably in the service, education or support they receive than people without a disability. Meeting these requirements is consistent with the school's Inclusion Policy, SEND Policy as well as Equal Opportunities Policy.

Access to this plan:

This plan will be made available upon request to any current parent or prospective parent who requests it. We will also hand this plan to any parent of a disabled child who makes an enquiry about a place for their child at the school. This plan will also be made available to any member of staff or applicant for a post at the school who requests it.

This plan will be shared with Senior Leadership and will inform relevant aspects of the school's development plan.

This plan will be made available to Ofsted upon request.

Supporting Policies:

Equality, SEND, Behaviour and Anti-bullying policies.

Document Management and Control

Initial Issue Date:	February 2013
Last reviewed / Revised:	September 2016
Date of Next Review:	September 2019
Reviewed By:	HO
Agreed & Adopted By:	FGB, 28/9/16

Amendments Made at Last Review:	<p>Changed SEN to SEND throughout the plan</p> <p>Amendments to sections in the Plan:</p> <p>2: Added 2014 Code of Practice</p> <p>7: Included Class teachers/LSA/FSA/SENCo</p> <p>8: Amended to read To provide the most appropriate resources to allow all children to be independent in their toileting.</p> <p>10: Removed 'regular updating of school website'</p>
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ACCESSIBILITY ACTION PLAN 2016 - 19

	Timescale	Objective	What	Who	When	Outcome	Completed
1	Short term	To ensure all teachers are following SEND policy in the light of current needs.	All teachers need to ensure that they are using appropriate visual learning tools/ colours.	Monitor by SENCO.	On-going	Continual CDP training for staff in order to remove barriers to learning.	
2	Short Term	Ensure compliance with DDA and the Revised SEND Code of Practice 2014.	Staff and governors informed of requirements and obligations of the DDA and Accessibility Plan shared with all stakeholders.	Staff and governors meetings.	On-going	All staff and governors aware of requirements and obligations.	
3	Short/ Medium Term	Teachers/Support Staff have greater awareness of and confidence in dealing with pupils with specific Learning Needs, Disability and SEN.	Identify areas where knowledge and skills base needs to be extended.	More highly trained staff in this area.	On-going	Better access to the curriculum for all children.	
4	Medium Term	To ensure that both inside and outside areas of the school conform to the H&S guidelines to meet the needs of any child who attends AHIS.	To assess any high risk areas and carry out appropriate risk assessments, working to bring them up to an appropriate level.	Head, governors, staff, caretaker and LA representatives to carry out risk assessments if necessary to meet specific needs.	When required	All risk assessments carried out so far, this is on-going as it is a response to particular needs as and when they arise e.g risk assessment and personal plans.	
5	Medium Term	Training for staff on differentiating the needs of the children with impairments.	SENCo to investigate what areas of training are required.	HT & SENCo to carry out or arrange relevant training	When required	All personnel are trained in the relevant areas	

6	Medium Term	To update and review the accessibility plan on an annual basis.	Carry out an audit of the plan	Review plan and liaise with HT & SENCO for an update on current children with disabilities.	Annually	Plan Review Annually	
7	Long Term	To improve provision for disabled, and children with visual and hearing problems.	Liaise with the appropriate outside agencies to seek advice and guidance. Class teachers/LSA/FSA/SENCo	SENCO to liaise with agencies and feed back to relevant staff.	On-going	Disabled children to have equal access to curriculum and school site.	
8	Long Term	To provide the most appropriate resources to allow all children to be independent in their toileting.	Upgrade children's disabled toilet when necessary.	LA funding	On-going	Improved facilities to support children's personal needs.	
9	Long Term	To ensure that all children regardless of any physical or mental impairment have full access to an appropriate curriculum.	Curriculum in accordance with the Inclusion and SEND Policies. HT SENCO & SLT to ensure that differentiation is in place in accordance with SEND policy and monitor intervention.	Training for all staff in effective differentiation and relevant staff for support programmes.	On-going	SENCO to monitor and obtain appropriate evidence.	
10	Long Term	To make available any written material in alternative formats where requested.	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes.	On-going	Delivery of information to pupils and parents/carers improved.	

