

## Long Buckby Infant School Accessibility Plan

### 1 Aims and Objectives

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010. As defined by the Special Educational and Disability code of practice 0-25 years (January 2015), we understand a person with a disability to be identified as follows:

*'Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...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'.*

Long Buckby Infant 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.

Long Buckby Infant School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:

- setting suitable challenges
- responding to pupils' diverse needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

### 2 Information

An effective School Accessibility Plan must be based upon sound data. Planning starts with information that is already held by the school in respect of two broad areas:

- information about the nature of the pupil population (present and future) and the disabled pupils for whom the school is planning
- information about the nature of the school, its strengths and areas for development in ensuring access for disabled pupils.

Pupil information might include a range of data:

- pupils already in school and moving through it
- the nature of the school's intake in the future for example:
  - advance information about pupils with an Education Health Care Plan who may also be disabled
  - other information, such as local/national information on trends in school population
- the participation of disabled pupils in different aspects of school life
- outcomes for disabled pupils

The school needs to consider whether:

- there are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment.
- disability issues are reflected in the curriculum
- disabled pupils participate in extra-curricular activities. Some aspects of

extra-curricular activities present particular challenges, for example: lunch and outdoor activity times for pupils with social/interaction impairments, school trips for pupils with medical needs

- there are parts of school to which disabled pupils have limited access or no access to or whether physical features of the school environment hinder access to the whole life of the school
- access to information is planned, with a range of different formats available for disabled pupils
- other issues affect the participation of disabled pupils, for example bullying, peer relationships, policies on the administration of medicines and provision of personal care or the lack of role models or images of disabled people within the school, in effect all the schools policies and procedures, written and unwritten.

Careful consideration of these issues may indicate some clear priorities for the school accessibility plan. Other issues may need to be addressed more immediately by making 'reasonable adjustments'.

There needs to be an ongoing review of the school's strengths and areas for development in working with disabled pupils.

## **Accessibility Plan Focus Areas**

### **3 Access to the curriculum**

- Continue to provide a broad and balanced curriculum for all pupils
- Continue to develop approaches to differentiation of the curriculum to enable equal access for pupils with disabilities
- Identify all pupils and known prospective pupils who may face barriers to learning and full participation
- Consider pupils and prospective pupils assessed needs and consider any reasonable adjustments which may be necessary to enable them to participate
- Review staff training needs in relation to increasing a child's participation in the curriculum
- Review pupil and prospective pupil's needs in relation to the wider provision of school, including after school clubs, sporting and cultural activities and school trips.

### **4 Access to the Delivery of Information**

In order that pupils and other people within the school, with a disability or learning difficulty can access information the school will strive to:

- Raise awareness amongst staff about the requirements to provide information in alternative formats if required.
- Maintain up to date information on pupils' needs for the provision of information in alternative formats and ensure it is shared amongst staff.
- Discuss and share examples of good practice amongst staff.
- Review the school's approach to the provision of written information in general to establish if the format could be improved routinely and in general to improve accessibility.
- Seek specialist advice and support in those cases which lie beyond the school's immediate expertise.
- Maximise the use of ICT equipment in the delivery of information.
- Hard copies of information to be available from the school office.

### **5 Access to the Physical Environment**

In order that pupils and other people within the school, with a disability or learning difficulty can access the physical environment, the school will strive to:

- Ensure an access plan has been completed and is monitored regularly
- Seek to include building works or developments to improve accessibility, identified by the school or through the access plan
- Continue to provide specialist aids/equipment to individual pupils whenever this is reasonable to do so
- Consider on a planned basis, how to improve accessibility through reorganising or rearranging aspects of the school environment in the most cost effective way.

**6 Monitoring and Review**

Monitoring of the progress of this plan will be undertaken through regular meetings of the Senior Leadership Team and the Governors.

The plan will be reviewed and revised. Oversight of the monitoring will be undertaken by the Senior Leadership Team.

Evaluation of the plan will be carried out in two ways:

- By conducting a formal review of progress towards targets identified.
- Through the collection of wider information relating to accessibility from pupils, parents, LA, teachers and other stakeholders.

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Full Governing Body Ratified (date) <i>October 2018</i>	Signed (Chair of Governors) <i>Cei Davies Linn</i>
Review Date:	September 2019

Accessibility Plan

Access Plan to the Curriculum		
Item	Action	Timescale
All teachers and TAs have the necessary training to teach and support pupils with a range of disabilities.	Training given to all staff as needed	Ongoing
Classrooms are organised and all additional resources that may be needed are provided to promote the participation	Maintained and reviewed when necessary	Ongoing
Lessons provide opportunities for all to achieve. They are differentiated and carefully planned and adapted to ensure all children can access the learning.	Lesson plans to be monitored Lessons observed during learning walks and Year group reviews Pupil voice Individualised curriculums provided if needed	Ongoing
All members of staff working with children are aware of their individual needs and plan interventions as well as extra time for children who may need additional support.	Review and amend children's individual targets termly Pupil progress meeting termly Progression map reviewed and update termly Inclusion timetable set up, embedded and reviewed	Ongoing
Ensure that the PE curriculum is accessible to all children.	Activities to be modified when required and equipment adapted or purchased as required.	Ongoing
Use ICT software to support learning	Make sure software is installed where needed IPads/laptops available to children who need to use them.	Ongoing
All school visits are as accessible to pupils as can be	Visit chosen with care Pre-visit risk assessment to be carried out Complete individual risk assessment for children when necessary.	As required
All staff have high expectations of pupils	Targets set and reviewed	Termly (3 times a year)
All staff strive to remove barriers to learning and participation.	Planning takes account of all children's needs	Ongoing

Accessibility Plan

Access to the Delivery of Information		
Item	Activity	Timescale
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities	All staff to be trained on children's needs as and when needed	When required
Written information is delivered in an appropriate format	Suitably enlarged, clear print are provided for pupils, parents or carers with a visual impairment Children with a visual impairment have work adapted Verbal communication if written information cannot be accessed	Ongoing
The school liaises with LA support services and other agencies to provide information in simple, clear language	Modify for individual people as and when necessary	When required
The school ensures that both in lessons and parents meetings information is presented in a user-friendly way e.g. by reading aloud, using PowerPoint presentations.	The use of a variety of presentation styles to aid the presentation for all ensuring adaptations are made for individuals when needed	Ongoing.

Access to the Physical Environment		
Item	Activity	Timescale
The layout of the areas around the school are accessible to everybody	The layout of the classrooms and communal areas are changed depending on the children's/staff's needs.	Ongoing
The layout of the areas around school are restricted to people who use wheelchairs	Areas internally would need to be modified to ensure people in wheelchairs could access all areas of the school as the school has a slope in the central area.	Ongoing
Pathways around school are safe and well signed	The paths are clear. Review the visibility of signage around the school.	Ongoing
Parking on the school site	The site is restricted due to staff numbers. A disabled bay is available.	
Ensure all disabled children can be safely evacuated	An evacuation plan would be put into place. Regular fire drills be carried out.	Fire drills termly
All areas are well lit	Most areas of the school have sufficient lighting	Maintain