



## Disability and Accessibility Plan

**Approved by:** Governing Body, Pilton Infants' School    **Date:** 19 December 2018

**Last reviewed on:** 27/04/15

**Next review due by:** 01/12/20

## 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.

Our vision at Pilton Infants' School is to treat everyone as valued learners and working in partnership with others, ensure success for all. Pilton Infants' School is a place where:

- Every child can succeed through hard work, perseverance and commitment and it is our job; working in partnership with parents, to enable this to happen;
- Everyone is valued for who they are and what they do;
- Everyone is a learner, whose achievements are praised, celebrated and rewarded at all levels;
- We enjoy rich and meaningful learning experiences which will positively influence the rest of our lives;
- We learn to be competent, confident individuals with integrity and spirit; ready to take responsibility, to support and nurture others;
- We learn to become fascinated by nature, intrigued by attempts to manipulate the world, to recognise human achievement and failings;
- We will all enjoy creative, sporting, cultural and innovative opportunities, appreciate cultures, sensitivities and orientations and ultimately become qualified to take on the next stage in the learning journey.

These vision and value statements underpin our work and therefore we aim to involve all staff, governors and pupils in the development of the plan.

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.

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.

## **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. Current range of known disabilities**

The school has children with a range of disabilities to include moderate and specific learning disabilities. We currently have one pupil who is partially deaf and wears a hearing aid.

## **4. The Disability Access Plan**

The plan aims to improve access to all aspects of education at Pilton Infants' School and is organised in a way that helps to remove any existing barriers to pupil learning. It also aims to look positively at ways in which existing difficulties can be overcome.

In this way the school is showing its commitment both to the school members and to the wider community based on the promotion of self-respect and respect for others.

The plan has three inter-linked elements:

1) Improvements in access to the curriculum by:

- providing for all pupils a curriculum which is appropriate to their needs.
- ensuring that the curriculum is delivered in such a way that all pupils, regardless of any impairment, may benefit fully from it.

2) Physical improvements to increase access to education and associated services by:

- appropriate educational equipment and physical aids to ensure the school buildings and grounds are fully accessible to pupils with mobility, sensory and other impairments.
- providing appropriate educational equipment and physical aids to ensure that educational programmes in the school can be fully accessed by all pupils.

3) Improvements in the provision of information in a range of formats for disabled pupils by:

- Providing for pupils and their parents/carers, information about the school and its curriculum in a format that takes account of any disabilities.

### 3. Action plan

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

#### Strand A: Increase access to the curriculum for pupils with a disability

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p>	<p>Increase confidence of all staff in scaffolding learning opportunities in each session</p> <p>Ensure classroom support staff have specific training on disability issues</p> <p>Ensure all staff are aware of disabled children's curriculum access</p>	<p>Be aware of staff training needs on curriculum access. Seek advice from external agencies.</p> <p>Be aware of staff training needs. Staff access appropriate CPD.</p> <p>Ensure clear targets on children's individual plans/EHCP's are regularly set and reviewed for disabled pupils. Information sharing with all agencies involved with child</p>	<p>SENDCo</p> <p>SENDCo</p> <p>SENDCo/ Teaching staff</p>	<p>Ongoing/As required</p> <p>As required</p> <p>As required</p> <p>As required</p>	<p>Raised staff confidence in strategies for scaffolding pupils learning and increased pupil participation lessons.</p> <p>Raised confidence of support staff.</p> <p>All staff aware of individual needs.</p> <p>Wider use of SEN</p>

	<p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Use ICT hardware/software to support learning</p> <p>All educational visits to be accessible to all</p> <p>Review PE curriculum to ensure PE accessible to all</p>	<p>Make sure software is installed where needed</p> <p>Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness.</p> <p>Gather information on accessible PE and disability sports including Devon disability games. Seek disabled sports people to come into school</p>	<p>SENDCo/IT coordinator</p> <p>Class teacher</p> <p>Class teacher</p>	<p>As required</p> <p>As required</p>	<p>resources in class.</p> <p>All pupils in school to access educational visits and to take part in a range of activities.</p> <p>All pupils to have access to PE and to be able to take part and excel.</p>
--	---	---	--	--	---------------------------------------	--

## Strand B: Improve and maintain access to the physical environment

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <li>• <i>Accessible classrooms 2 in the main building have wheelchair access and 2 of the huts have ramps into the classrooms.</i></li> <li>• <i>Ramps provide access for all to the school hall, playground and reception.</i></li> <li>• <i>Corridor width to allow for wheelchair access.</i></li> <li>• <i>Parking space left clear outside of the school gate for disabled access.</i></li> <li>• <i>Disabled toilets and</i></li> </ul>	<p>The school is aware of the access needs of disabled pupils, staff, governors, parents/carers and visitors</p> <p>Layout of school to allow access for all pupils to all areas.</p> <p>Ensure all disabled pupils can be safely evacuated.</p>	<p>To have individual plans for disabled pupils as part of their admission process as required.</p> <p>Be aware of staff, governors' and parents' access needs and meet as appropriate.</p> <p>Through questions and discussions find out the access needs of parents/carers through parent questionnaires.</p> <p>Consider ramps to allow access to all the classrooms.</p> <p>Put in place Personal Emergency Evacuation (PEEP) for all pupils with difficulties Develop a system to ensure all</p>	<p>SENDCo</p> <p>Head teacher</p> <p>Head teacher</p> <p>Governors/ Head teacher</p> <p>SENDCO</p>	<p>Ongoing</p> <p>Induction and ongoing if required</p> <p>Annually</p> <p>When the need arises</p> <p>As required</p>	<p>Plans in place for disabled pupils and all staff aware of pupils needs.</p> <p>All staff and governors feel confident their needs are met.</p> <p>Parents have full access to all school activities.</p> <p>Children have full access to all classrooms.</p> <p>All disabled pupils and staff working alongside are safe in the event of a fire.</p>

	<p><i>changing facilities</i></p>	<p>Ensure accessibility of access to IT equipment.</p> <p>Ensure hearing equipment in classrooms to support hearing impaired.</p> <p>All fire escape routes are suitable for all.</p>	<p>staff are aware of their responsibilities.</p> <p>Liaise with visually impaired and hearing impaired agencies on information with regard to visually and hearing impaired pupils.</p> <p>Seek support from hearing impaired agencies on the appropriate equipment</p> <p>Make sure all areas of school can have wheelchair access.</p>	<p>SENDCo/IT coordinator</p> <p>External advisors</p> <p>Governors</p>	<p>As required</p> <p>As required</p> <p>On-going and as required and as appropriate</p>	<p>Hardware and software available to meet the needs of children as appropriate.</p> <p>All children to have access to the equipment.</p> <p>All disabled staff, pupils and visitors able to have safe independent exits.</p>
--	-----------------------------------	---	---	--	--	---



		<p>Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems.</p> <p>Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information</p>	<p>Access to translators, sign language interpreters to be considered and offered if possible</p> <p>Ensure we offer alternative ways to provide information if a parent or pupil requires adaptation.</p> <p>Ensure website is fully compliant with requirement for access by person with visual impairment.</p>	<p>SENDCo</p> <p>School office</p>	<p>As required</p> <p>As required</p>	<p>ensure information is accessible to all.</p> <p>Pupils and/or parents feel supported and included.</p> <p>All can access school information about the school.</p>
--	--	--	---	------------------------------------	---------------------------------------	--