Walter Infant School

"To be the best I can be"

Accessibility Plan

Revised: September 2016
Review date: September 2019

Mission Statement and Values

“To be the best I can be”

Walter Infant School is an equitable, safe, secure and happy place to learn; our children grow as individuals in a stimulating and exciting environment which values respect, care and concern for oneself and others.

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

This policy should be read in conjunction with the Inclusion Policy.

Walter Infant School plans to over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

1. An Accessibility Plan has been drawn up to cover a three year period.

2. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are able to fully access the curriculum to the same extent as their peers. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

3. The School Prospectus will make reference to this Accessibility Plan.

4. The School's complaints procedure will cover the Accessibility Plan when reviewed.

5. Information about our Accessibility Plan will be published in the Governors' Annual Report to Parents (statutory).

6. The Plan will be monitored through the Governing Body Committees and working parties.

7. The Plan will be monitored by Ofsted as part of their inspection cycle.

8. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

Walter Infant School Accessibility Plan

Improving the physical environment of schools to enable those with disabilities to take better advantage of education, benefits, facilities and services provided

Targets	Strategies	Timescale	Responsibility	Success Criteria
To be aware of the access needs of children.	To review access arrangements for individual pupils annually as part of a review of their provision and support.	As required	Inclusion Manager / Class Teacher	Personal plans are in place for children with disabilities, and all staff are aware of pupils' needs. Individual Education Plans (IEPs) are written for children with particular educational needs and then reviewed at least once a term.
Ensure the school staff & governors are aware of access issues of individuals	Information is shared at transition points for individual children e.g. end of the academic year	Ongoing process	Headteacher	
	Risk assessments of trips or activities outside of the normal school day will be carried out and adjustments made for individual pupils.	Ongoing process As required,	Headteacher	Staff and Governors are confident that their needs will be met. Continuously

To audit the needs of staff, parents and governors with disabilities.	Reasonable adjustments to be made as required in line with the Equality Act. Annual survey of staff, parents and governors. Information gathered and analysed and an action plan then put in place.	needs analysis to be completed at the end of each school year for forthcoming intake. Annual audit	Headteacher and Inclusion Manager. Deputy Head	monitored to ensure any new needs arising are met. Parents have full access to all areas of school that they need to visit. Staff and governors needs are met in relation their professional duties. SIMS database – additional information and disabilities
Access for visually impaired people	Check exterior lighting is working on a regular basis		Site controller	Clear access throughout the school

Increasing the extent to which disabled pupils can participate in the curriculum

Targets	Strategies	Timescale	Responsibility	Success Criteria
Ensure staff have specific training on disability issues and raising awareness	Identify training needs at regular meetings	Ongoing	Inclusion Manager / Head teacher	Raised confidence of staff to deal with the needs of all children.
Ensure all staff are aware of the needs of all children	Each child requiring medication to have a clearly labelled pocket in the medical room with their photograph and medication. Medical register to be updated termly and shared with all staff. Ensure all staff have read and signed to say they understand procedures.	Ongoing	Administration Officer	All staff are aware of individual's needs
Review PE curriculum to ensure PE is	Review PE curriculum to include disability sports if required additional provision in	Spring term 2017	Inclusion Manager & PE co-ordinator Sports coach	All pupils have access to PE and are able to excel in

accessible to all pupils	place for children presenting with a specific need e.g. dyspraxia			their own way.
Review curriculum areas and planning to include disability issues	PSHE Curriculum to include specific reference to disability equality. Resources used to be reflective of all aspects of society.	Summer 2017	Inclusion Manager & Head teacher	The taught curriculum includes reference to disability equality.
Ensure disabled children can take part equally in lunchtime and after school activities	Discuss with Out of school Club staff, and people running other clubs after school and ensure that all children can participate.	As required	Inclusion Manager	Children with disabilities feel able to participate equally in out of school activities.
Include a range of strategies and resources to support all children to access the curriculum.	School to have available as required touch typing programme, Ipads, Communicate in Print and Visual Timetables. Support staff to have relevant training to access resources for children – constant CiP	As required On-going training in place	Inclusion Manager/Inclusion Support Lead	Children will be able to access all aspects of the curriculum using additional resources to aid this.

	training schedule in place Displays to be visually impaired 'friendly.'	 By Autumn 2016		

Improving the availability of accessible information to those with disabilities.

Targets	Strategies	Timescale	Responsibility	Success Criteria
Signage around school to be in other languages and braille if that becomes required	Plans for a welcome sign in reception – for hearing impaired	November 2016	Head teacher / Inclusion Manager	All visitors, staff, pupils and parents feel they are welcome in school.
Inclusive discussion of access to information in all parent/teacher annual meetings	Ask parents about preferred formats for accessing information e.g. braille, other languages Translation Tool to be added to website to allow multilingual access	Annually	Inclusion Manager / Head teacher Inclusion Manager/Head teacher	Staff more aware of preferred methods of communication, and Parents feel included and able to access information. School website will become accessible to all