

# Accessibility Plan 2018 - 2021

College Park Infant School & Lyndhurst Junior School



## Contents

1. Aims
2. Legislation and guidance
3. Monitoring arrangements
4. Links with other policies and documents
5. Action plan



## 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 and parents

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.

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 senior staff, teachers, support staff (including the site manager) and children.

## 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.

This policy complies with our funding agreement and articles of association.

### **3. 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 the Local Governing Board.

### **4. 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) (see below for objectives)

Special educational needs (SEN) information report

Supporting pupils with medical conditions policy

School Improvement Plan 2020 - 2022

### **Equality objectives 2018 – 2022**

- Improve attainment in Reading so that a higher percentage attain the expected standard at KS2, particularly vulnerable pupils who were lower than the age-related expectation on entry to infant school.
- Continue to improve the progress for pupils with SEN in Maths and improve the progress of more able pupils in receipt of the Pupil Premium (FSM Ever 6).
- Continue to ensure that we meet the needs of all staff and any disadvantages they experience are addressed.
- Promote spiritual, moral, social and cultural development and fundamental British Values through our work on equality and diversity, with all stakeholders.

## Action Plan 2018 - 2021



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

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Impact evaluation
<p>Increase the extent to which disabled pupils can participate in the curriculum</p>	<p>The school has a strong diversity agenda &amp; self-evaluates behaviour, personal development &amp; welfare as a strength at the school.</p> <p>The school collaborates with a range of agencies to support children with additional need. This includes but is not limited to hearing/visual impaired services, CAMHS, school nursing service.</p> <p>Staff have a good awareness of their pupils with SEND. Staff training has been delivered on mastery &amp; equality of opportunity by school Inclusion Leader.</p>	<p>To review outcomes for children on the SEND register &amp; narrow the progress gap between this group &amp; other children.</p> <p>To review classroom learning environments to enhance inclusion (e.g. noise levels &amp; visual support tools).</p> <p>To continue with staff training &amp; whole school diversity days to celebrate difference.</p>	<p>Learning walks, lesson observations, pupil progress reviews.</p> <p>SEND report – termly and yearly</p> <p>Regular PDM agenda items based on equality of opportunity.</p>	<p>SLT/Incl Ldrs</p> <p>Incl Ldrs /teachers</p> <p>Incl Ldrs</p>	<p>End of 2019</p> <p>Ongoing</p> <p>Termly</p>	<p>All children make at least good progress from their starting points. Gaps between SEND and other children remain consistent because all achieve highly. We will not compromise the progress of higher attainers in order to narrow the gaps. Diversity days are held regularly (once termly in LJS and at least once annually in CPIS). The themes are selected to celebrate differences, challenge perceptions and invite honest discussions. These have received highly positive feedback from children and staff. Children are accepting of their own and others differences and demonstrate care and consideration for others.</p>
<p>Improve the physical environment of the school to enable disabled pupils to take better advantage of education,</p>	<p>Both schools have commissioned access audits to determine areas for development. Much of the compliance surrounds site limitations (main buildings are 100+ years old). Entrances are flat or ramped. Accessible toilets</p>	<p>To facilitate a hearing loop in reception areas &amp; halls to aid visitors &amp; children with hearing impairments.</p>	<p>Research and commission additional hearing loops in communal areas.</p>	<p>HoS/Site Mgr</p>	<p>End of 2021</p>	<p>Although not all facilities have been adapted as we would wish we ensure that consideration is taken for classrooms children are based in, where meetings are held, access points etc.</p>

benefits, facilities and services provided	<p>available. Clear emergency signage.</p> <p>Some classrooms have good levels of accessibility (including hearing loops, soundfields, TA support). Portacabins &amp; some classrooms have been designed to facilitate good access.</p> <p>Access control systems e.g. to request parking on the playground in exceptional circumstances.</p>	<p>Improve wheelchair access across the site where possible (e.g. lower intercom systems, less steep ramps, signage). Investigate how access to the upper floor could be improved.</p>	<p>Learning walks and case studies on children with SEND to consider their curriculum access. Investigate options for a lift to the upper floor.</p>	<p>Incl Ldrs</p> <p>Site Mgr</p>	<p>End of 2020</p> <p>End of 2021</p>	<p>We consult and have regular visits from hearing/ visual impaired/nursing services and advise is followed. Monitoring both in house and from outside agencies has commented on the strength of inclusion and meeting individual needs.</p> <p>Parking on the playground is available if needed.</p>
Improve the availability of accessible information to disabled pupils and parents	<p>INCo led reviews &amp; informal meetings with parents &amp; external agencies.</p> <p>Pastoral team/SEND updates in the school newsletter.</p> <p>New pupils are welcomed into our schools. Our Inclusion Leaders</p>	<p>To review documentation on our school website to check accessibility for parents.</p> <p>To provide “parent-friendly” leaflets which communicate school policies &amp; procedures in an easily accessible manner.</p> <p>To ensure the schools become aware of the needs/disabilities of pupils &amp; parents as soon as possible, &amp; cater for them.</p>	<p>Liaise with parents to understand the needs of the child. Use LA SEN Dept &amp; services as appropriate.</p> <p>Liaise with parent governors to gain their opinions &amp; views of leaflets. Use their input for new ones. Ensure leaflets are accessible in school offices.</p> <p>Inclusion Leaders to lead on induction of new staff and children. Further develop positive relationships.</p>	<p>Incl Ldrs</p> <p>Incl Ldrs</p> <p>Incl Ldrs</p>	<p>End of 2019</p> <p>Monthly newsletters and ongoing</p> <p>Ongoing</p>	<p>Parent friendly leaflets have become the norm and are sent out electronically or paper copies dependent on parents’ preferences.</p> <p>Parent view feedback regarding information sharing is highly positive.</p> <p>Induction procedures are strong and both new staff and children settle quickly. Monitoring from external partners comment on how needs are met and how children are settled and happy. All children make good or better progress from their starting points .</p>