

# Stoke Park Infant School

## Accessibility Plan.



Review Information			
<b>Responsibility:</b>	FGB		
<b>Review Cycle:</b>	3 years with an annual review of objectives		
<b>Last review:</b>	March 2023	<b>Next Review:</b>	March 2026

### **Plan Review: Annually**

**Lead members of staff:** Emma-Jane Charles, Jane Brennan, Penny Earl

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. Not to treat disabled pupils less favourably for a reason related to their disability;
2. To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage
3. To plan to increase access to education for disabled pupils.

Since 2010, the DDA was replaced by the Equality Act and under the Equality Act 2010, a person is disabled if they have, 'A physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.'

Schools are required to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010. Schools must implement accessibility plans which are aimed at increasing access to education for disabled pupils in the following areas:

- a) Increasing the extent to which disabled pupils can participate in the school curriculum;
- b) Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) Improving the availability and delivery of information to disabled pupils.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

### **Our vision:**

Our vision is to reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils and prospective pupils with a disability so that they may Grow and Learn Together To Be the Best They Can Be.

This is underpinned by our Ranger Skills of Resilience, Adaptability, Naturally Curious, Giggle, Enthusiasm and Resourceful

### **Accessibility**

The school is a three-form entry infant school with a 14 placed resourced provision for children with speech, language and communication needs that are placed in both the infant and junior schools

The majority of our pupils are white British. Our percentage of pupils with SEN and needing support to access a full curriculum is higher than the national average as is the percentage of children with Education Health Care Plans. Currently we do not have any pupils in a wheelchair and our school is not very wheel chair friendly due to the number of stairs in the school, including the classrooms that are on 3 split levels. Children and adults who are wheelchair users can access the classrooms via outside doors and can get into the lower portion of the school via tunnels leading from the outdoor to indoors.

We have an accessible toilet and there is a handrail either side of the toilet and a changing table. In this toilet, washbasins are at a low level and there is an emergency cord in the toilet which can be pulled from floor level.

Pupils would be able to access the facilities in school such as the library shelves, the serving counter in the hall and the tables. Fire doors are accessed by pushing and exiting straight outside

Our car park has a disabled space close to the school entrance. Kerbs are dropped. Our school is located near to a local bus service and a wheelchair user can access the school from the bus stop.

We offer a broad a balanced curriculum which is differentiated and adjusted to meet the needs of all pupils. Provision for pupils with additional needs is overseen by our Inclusion Leader or Resource Provision Manager. Pupils with additional needs all have a 'pen portrait' which outlines the support they will receive in school. As required, we provide specific resources for our pupils. For example, we may provide larger print or colour paper to help with visual impairments. Any necessary adjustments are noted on the pen portraits and adapted as the child moves through the school. Adjustments are made to enable pupils to access the wider curriculum. For example, when planning a trip, we visit the site in advance and prepare the child in advance for example through a social story, photographs, videos etc

We take advice and support from outside agencies where appropriate and plan for individual needs. We work with parents to ensure that their child has the best possible support which will begin with a meeting with the Inclusion Leader or Resource Provision Manager. Training for staff is on-going and we will invest in training as we need too. Staff have been trained in first aid and other medical issues such as epilepsy, diabetes, Staff have been trained in emotional coaching and zones of regulation to support children in de-escalating.

The priorities for this Accessibility Plan for our school were identified through a detailed audit undertaken by the Headteacher, Inclusion Leader and the Site Manager. The priorities were discussed and agreed with the Governing Body.

## **Making it happen**

### **Management, coordination and implementation**

The Headteacher will meet with the Inclusion Leader and Site Manager to oversee the implementation of this plan. The Headteacher and Site Manager will work with the Finance Officer to cost any changes and ensure good value for money.

The Site Manager will source any contractors needed and be responsible for ensuring safe work is carried out.

The Inclusion Leader will ensure that prior to a new pupil starting our school, provision has been discussed with parents and the relevant outside agencies.

Any adaptations/training will be co-ordinated in response as the need arises. Provision, training and the implementation of this will be co-ordinated by the Inclusion Leader.

## **Monitoring our plan**

We will be constantly evaluating and adapting our curriculum and environment to meet the needs of all our pupils. The objectives written above will be evaluated annually and progress will be reported back to the Governing Body by the Headteacher. Some objectives may change as we adapt to any new pupils entering our school.

## **Getting hold of the school's plan**

This plan will be found on the school's website and a copy will be in the school office for visitors to access. We will ensure that if needed, this plan can be provided in alternative forms such as audio or in larger print.

## **Further Information**

Should you wish to discuss any areas on the plan or if you would like a tour of the school to decide if the school meets your needs then please contact the school office and we will be happy to meet with you. We are always seeking to improve our facilities and if you would like to discuss any concerns please contact the office to make an appointment to meet with the Inclusion Leader or Headteacher in the first instance.

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	Who will be responsible for implementing the action?	Start date	Completion date
Improve parking for disabled visitors	Create a designated disabled parking bay	Mark out and paint a parking bay that is clearly accessible and marked for disabled drivers only	Disabled visitors using the bay	HT Site Manager H&S governor	Summer 23	Summer 23
Improving the external area for visually impaired	Step nosing outside EYFS by slide needs new paint  Poles inside and out need contrast colour at child height	Paint the step nosing in a bright contrasting colour	Visually impaired can see the difference	HT Site Manager H&S governor	September 2023	December 23
Increasing the extent to which disabled pupils can participate in the school curriculum	Ensure that teachers and LSA's have the necessary training to teach and support	To ensure that pupils with limited mobility can access the curriculum including trips and off site activities. For example, risk assessing trips for hazards or mobility barriers and discussing with parents any adaptations needed for	Termly via:  Pupil Voice SEN reviews Parental Surveys Learning Walks	HT SENco RP manager Governor (SEN)	Sept 23 and ongoing	Ongoing

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	Who will be responsible for implementing the action?	Start date	Completion date
	children with any disability whether physical or hidden	<p>example, regular breaks. We will also need to purchase resources to support these pupils in the classroom for example, scissors, writing equipment such as chunky chalks, cutlery adaptations, breezi chairs and training for staff to adapt lessons and provision accordingly. We will work with specialist advisors to support these pupils further.</p> <p>Continue to raise awareness of difference and enable pupils to discuss and explore/ask questions. For example, pupils with disabilities to talk about themselves, what they need and why. Continue to embed the PHSE scheme.</p> <p>Continue to promote difference and diversity throughout the school curriculum. For example, assemblies and use of visitors.</p>	Drop Ins			
Improving the delivery to disabled members of our community of information that is provided in writing for those who are not disabled:	Improving communication with community regarding the school layout and	Ensure that upon entering the reception area, there are clear signs showing visitors/pupils the way to different areas of the school. These signs will be displayed at a level for those who are sitting and standing to access. This will support members of our	Feedback from visitors and parents	HT SENco RP manager	Sept 23 and ongoing	Ongoing

Aspect of the duty	Issue being addressed	Action to be taken	How will the impact of the action be monitored?	Who will be responsible for implementing the action?	Start date	Completion date
	accessing information about the school and/or their children	<p>community to navigate their way around our school.</p> <p>To provide laminated maps in the reception area to ensure that visitors relying on visual clues can navigate their way around the school.</p> <p>Aided communication boards</p> <p>To ensure that parents' needs are met when they are on site or meeting with us. We will ensure that alternatives are offered to parents with hearing difficulties. We will consider the careful placement of parents in performances and ensure that seating is appropriate.</p> <p>Ensure that members of the school community can be provided with school information in an appropriate format. For example, simple language or audio.</p>		Governor (SEN)		