

March 2017

Spring Meadow Infant and Nursery School



Accessibility Plan and Policy

Ratified: 10th July 2017

Review Date: July 2018

Spring Meadow Infant and Nursery School Accessibility Policy and Plan

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/carers 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 and plan supports us in delivering this.

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 their ability to do normal daily activities.

Spring Meadow Infant and Nursery School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.

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 as equally prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). 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/carers 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.

The Accessibility Policy and Plan will be made available to parents/carers on the school website.

The Plan will be monitored by the Governors.

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

Accessibility Policy and Plan.

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.

The School Complaints Procedure covers the Accessibility Policy and Plan.

Aims and Objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

	Target	Strategy	Outcome	Responsibility	Timescale
Access to information	Signage around school should be adequate and meet the needs of all personnel.	Signage is in appropriate places and clearly visible.	All pupils feel they are welcome in school.	Inclusion Manager and Headteacher.	As required.
To be aware of the access needs of all personnel in school	Ensure Staff and Governors are aware of possible access issues	Create access plans for individual disabled children and staff	All staff are aware of the children's needs and staff and governors are confident that their needs will be met.	Inclusion Manager and Headteacher.	As required.
Increase access to the curriculum for pupils with a disability.	All before and after school clubs are planned to ensure, where reasonable, the participation of the whole range of pupils.	Review all before and after school clubs to ensure all children can access them, where reasonable.	All activities will be conducted in an inclusive environment with providers that comply with all current and future legislation.	Inclusion Leader and Clubs Coordinator.	Reviewed termly.
	Review PE curriculum to ensure PE is accessible to all pupils.	Ensure PE curriculum includes appropriate sports.	All pupils have access to PE and are able to excel and child's TA will be there at all times.	Inclusion Manager and PE Leader.	On going.
	All school visits and trips need to be accessible to all pupils.	Ensure venues and means of transport for vetted for suitability. Develop guidance for making trips accessible.	All pupils are able to access school trips and take part in a range of activities.	Inclusion Manager and Year group Leaders.	On going.
Improve and maintain access to the physical environment.	Improve visibility of all transition areas.	Repaint/paint white/yellow lines to mark steps.	External steps will be clearly visible to all members of the school community.	Health and Safety Officer	Checked annually.

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	Classrooms are organised to promote the participation and independence of all pupils.	Review layout of furniture and resources regularly to support the learning process in individual classes.	Lessons/transitions will start on time without the need to make adjustments to accommodate the needs of individual pupils.	Senior Leadership Team and Inclusion Leader.	Termly lesson observations and drop ins.
Improve the delivery of written information to pupils and parents/carers.	Availability of written material in alternative formats when specifically requested.	The school will make itself aware of the services available for converting written information into alternative formats.	The school will be able to provide written information in different formats when requested for individual purposes.	Inclusion Leader, Office Staff.	Reviewed as necessary.
Safe evacuation	To ensure all disabled people can be safely evacuated. Ensure there are enough Fire Exits around school suitable for people with a disability.	See updated GEEP. Ensure staff are aware of the need to keep corridors and Fire Exits clear.	All disabled pupils and staff working with them are evacuated safely during an emergency or evacuation. All disabled personnel have safe and independent exits from school.	Inclusion Manager and Headteacher. All staff and Headteacher.	Reviewed annually or as required. Daily.

Year	Reviewed
Spring 2017	
Spring 2018	
Spring 2019	