



Pashley Down Infant School

Learning at Pashley is an amazing adventure

Accessibility Policy and Plan

Reviewed/Adopted: April 2021

Next Review: April 2025

Following the Lockdown that began in March 2020 this policy should be read with the understanding that should the school need to initiate safety procedures to reduce the risk of spreading the virus it will do so as the first priority. Therefore there may be adjustments that need to be made within this policy and every other policy that is held by the school. Please read the school's risk assessment for further details and liaise with the Senior Leadership team if the crisis has affected part or parts of this policy implementation and you have concerns or queries about its impact.

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1. INTRODUCTION

Pashley Down Infant school is committed to taking all steps to avoid placing anyone at a substantial disadvantage and therefore works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn, and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parents/carer questionnaires and discussions.

2. LEGAL FRAMEWORK

2.1 This policy has due regard to statutory legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties) Regulations 2011
- Disability Discrimination (England) Regulations 2005

2.2 This policy has due regard to national guidance including, but not limited to, the following:

- The Equality Action 2010 and schools, DFE (2014)

2.3 This policy will be used in conjunction with the following school policies and procedures:

- Administration of Medicines Policy
- Admissions Policy
- Accessibility Plan (see below)
- Anti-Bullying Policy
- Behaviour Policy
- Complex Medical Needs Policy
- Continence Policy
- Dyslexia Policy
- Early Years Foundation Stage (EYFS) Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Safeguarding Policy
- SEN Information Report
- Special Educational Needs and Disabilities (SEND) Policy

3. DEFINITION

A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities. It is our role as a school to remove barriers to learning, to ensure that no pupil is discriminated against on the grounds of disability.

4. ROLES AND RESPONSIBILITIES

4.1 Governors and Headteacher

- The governors and headteacher will be responsible for implementing and monitoring the Accessibility Plan.
- The headteacher is responsible for ensuring that staff receive training, to enable them to support children with needs.

4.2 Inclusion Team

- The Inclusion Leader, with the SLT, will create an Accessibility Plan with the intention of improving the school's accessibility.
- The Inclusion Team will ensure that pupils with special educational needs and disabilities (SEND) are appropriately supported.
- The Inclusion Team will ensure that staff members are aware of individual pupils' disabilities or medical conditions, where necessary.
- The Inclusion Leader is responsible for consultation with other professionals and experts, if challenging situations arise regarding pupils with disabilities.

4.3 School Staff

- All staff members are responsible for ensuring their actions do not discriminate, and so they should act in accordance with the school's policies.
- When a new pupil joins the school, the Inclusion Team will establish whether the pupil has any disabilities or medical conditions, which school staff should be made aware.
- Designated members of staff will be trained to effectively support pupils with medical conditions, such as understanding how to administer insulin.

5. ACCESSIBILITY PLAN

5.1 The Accessibility Plan sets out how access will be improved for pupils, staff, parents / carers and visitors with disabilities, within a given timeframe.

5.2 The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum
- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to pupils, staff, parents / carers and visitors with disabilities.

- 5.3 The intention is to provide a projected plan over a three-year period.
- 5.4 If it is not feasible to undertake all of the plans / works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans.
- 5.5 In implementing the plan, the school will take advice from, and will work collaboratively with, the Local Authority.
- 5.6 The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable.
- 5.7 The Inclusion Leader will review the Accessibility Plan annually, in order to measure progress, and to ensure that actions in the plan feed forward into other school planning (for example, the annual planning of improvement to the school environment).
- 5.8 Both the Accessibility Policy and Plan will be published on the school website.

6. EQUAL OPPORTUNITIES

- 6.1 Pashley Down Infant school strives to ensure that all pupils are given the same opportunities.
- 6.2 The school is committed to developing a culture of inclusion, support and awareness.
- 6.3 Staff members will be aware of any pupils who are at a substantial disadvantage and will take appropriate steps to ensure the pupil is effectively supported.
- 6.4 The Accessibility Plan will detail any barriers that are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures in order to overcome these barriers, allowing all pupils equal opportunities.
- 6.5 Wherever possible, teaching staff will adapt their lesson plans and resources in order to allow pupils full access to the curriculum.
- 6.6 Where a pupil is participating in tests and more formal summative assessments, the school will make any reasonable adjustments necessary (e.g. publishing papers or booklets in larger font, on buff paper).
- 6.7 The school will ensure that their extra curricular activities, and educational trips, are accessible to all pupils. The school, in partnership with parents, will make reasonable adjustments to allow pupils with SEND to participate.

7. ADMISSIONS

- 7.1 Pashley Down Infant school follows the Local Authority admissions policy, and so will adhere to the criteria published by the LA.

- 7.2 The open admissions policy means that pupils may be admitted with a known disability, which enables support to be planned. However, the school also has a role in identifying previously undiagnosed conditions, and to put in place appropriate support. Although a pupil may have Special Educational Needs, it does not necessarily mean the presence of a disability; however, the school recognises that the two may be present for individual pupils.
- 7.3 Parents / carers of new pupils with an EHCP, or with SEND, are invited to a transition meeting prior to the pupil starting school, in order to discuss the pupil's specific needs and to plan the transition.
- 7.4 Information will be obtained from previous settings, and relevant professions, to facilitate advanced planning for inclusion.

There are three main areas of accessibility in school:

8. One: ACCESS TO THE CURRICULUM

- 8.1 Pashley Down Infant school is committed to providing a healthy environment that enables full curriculum access. The school values and includes all pupils regardless of their educational, physical, sensory, social and emotional needs.
- 8.2 The school aims to provide a differentiated curriculum to enable all pupils to feel secure and to make progress.
- 8.3 There are established procedures in place, for the identification and support of pupils with SEND. Detailed information on pupils with SEND is given by the Inclusion Team to relevant staff in order to aid teaching (*e.g. short and long term targets set out in any plans, the child's strengths and interests, and any advice from partner agencies and professionals*).
- 8.4 The class teachers, in discussion with the Inclusion Leader and parents / carers, will ensure that adjustments are made, in line with common sense and practicalities, to enable participation of pupils with any particular disability or impairment.
- 8.5 Curriculum Leaders will work together with the Inclusion Leader to adapt the curriculum to meet the needs of individual pupils.
- 8.6 Physical Education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate.
- 8.7 Specialist resources will be made available where possible (*e.g. a slanted writing board, large print reading books, and technology such as iPads*)
- 8.8 Advice will be sought from partner agencies and professionals where appropriate, to enable access to the curriculum.
- 8.9 The Inclusion Team, which includes SEN TAs and INAs, are deployed to implement specific programmes (e.g. speech).

9. Two: ACCESS TO THE PHYSICAL ENVIRONMENT

- 9.1 Pashley Down Infant school is committed to ensuring that, wherever possible, all pupils, staff, parents / carers and visitor have equal access to areas and facilities within the school premises.
- 9.2 The school has toilet facilities suitable for people with disabilities.
- 9.3 A disabled parking bay has been set aside, right next to a school entrance point.
- 9.4 The medical room provides an area for nappy changing.
- 9.5 Where entrances to the school are not flat, a ramp has been built (Main entrance, access to Year 1 and Reception entrances). A flat path has also been built to enable access to the back of the school, from the playground.
- 9.6 Double-width doors have been installed at two entrance points, to allow for wide wheelchair access.

10. Three: ACCESS TO WRITTEN INFORMATION

- 10.1 Pashley Down Infant school is committed to supporting access to written information, for pupils in the classroom, and for parents / carers and visitors to the school.
- 10.2 In the classroom, a range of strategies and equipment is used to enable pupils to access information in lessons, and other school activities. For example, the Communicate in Print computer program is used to create picture cues alongside text. There are visualisers in KS1 classrooms that enable teachers to enlarge text, and iPads for pupils to use to record their work through photos, and Talk Boxes for pupils to record their work verbally.
- 10.3 Information for parents / carers is provided through a number of different ways, including email, text messaging, the school website, and paper. Staff also meet with parents / carers to communicate verbally, especially where accessing written materials is a barrier.

ACTION PLAN

1. Improving Access to the Curriculum

	<i>Targets</i>	<i>Actions</i>	<i>Timescale</i>	<i>Responsibilities</i>	<i>Outcomes</i>
Short term	To continue to improve equipment and resources according to pupil need.	Evaluate need and improve resources on an on-going basis. Resource needs identified by partner agencies (e.g. for individual needs)	On-going	Inclusion Leader	Improved access to resources has allowing learning opportunities to be enhanced.
	To ensure pupils with disabilities are not excluded from school trips	All school trips are only booked to disabled-friendly venues (<i>teachers to vet venues for suitability</i>)	On-going	Year Group Teams EVC Coord	Pupils are able to fully take part in school trips, because venues are appropriate.
	To promote a positive view of ethnic minorities and people with disabilities	Ensure Assembly themes cover differences and accepting all Purchase dolls / small world play resources	By January 2017 By April 2017	PSHE CL PSHE CL	Pupils' are learning to take a positive and inclusive view of everyone in the school community.
	To improve access through the use of technology	Purchase 3 more iPads for every classroom, plus 3 for the Magpies Investigate (and then purchase) additional Apps (e.g. speech to text App) Purchase additional web based reading resources for dyslexia (<i>e.g. Nessy</i>)	By March 2017 By June 2017 By Sept 2017	Headteacher Computing CL Inclusion Team	Through appropriate use of technology, pupils have improved access to the curriculum
	To improve access to written information in lessons	Purchase 3 more Visualisers (<i>for the EYFS classrooms</i>) All teachers to return to the practice of using buff / non-white backgrounds on the IWB	By March 2017 By October 2017	EYFS Leader Inclusion Leader	Technology has been used to improve access to visual information in lessons

	To further improve staff understanding of setting measurable objective for children with needs, so that support can be targeted	Improve practice of planning for needs, using provision maps. Include a range of tracking data (e.g. <i>Language Link scores, Leuvan scale</i>)	By March 2017	Headteacher and Year Group Leaders	The additional provision is 'fine-tuned' and focused, and this enables pupils to make greater progress, which helps them to access to the curriculum
Medium term	To improve access to written information in lessons	Provide coloured filters for reading where required	By Oct 2017	Inclusion Leader Class teachers	Pupils at risk of dyslexia have support for accessing texts
	To ensure staff knowledge of how to support pupils with needs, is updated and enhanced	Undertake an audit of training requirements Provide general training (e.g. how to better support pupils with dyslexia, ASD, and social and emotional issues) Provide specific training to class teams to support individual needs	By Dec 2017 By July 2018 As needed	Inclusion Leader Inclusion Team & Specialist Partner Agencies (as above)	Staff had increased their knowledge of a range of needs, and have improved their skills in supporting pupils with these needs. This results in improved inclusion, and so pupils have more access to the curriculum in the classroom.
	To promoted inclusive shared experiences for pupils	Continue to work with the South Down Special school, to provide opportunities for shared musical experiences Continue to engage in planned opportunities to share the outdoor music playzone	Ongoing Ongoing	Inclusion Leader with Music CL Inclusion Leader with Music CL	Pupils at both schools have benefited from shared musical experiences. This has also promoted and positive view of SEN and disability.
	To improve assessments, to better support the tracking of progress of pupils with needs,	Research systems for assessing children with SEND (National changes, iTrack program)	By Feb 2018	SLT, including the Inclusion Leader	An assessment system has been chosen, which will enable the school to track progress of pupils with SEND
Long term	To recognise the specific strengths and learning needs for pupils with SEND, so the curriculum can be individualised	Implement the chosen assessment system for SEND	By Sept 2019	SLT, including the Inclusion Leader	The assessment system is in place, and is supporting the tracking of progress, and the identification of strengths and areas for development.

Improving Physical Access

	<i>Targets</i>	<i>Actions</i>	<i>Timescale</i>	<i>Responsibilities</i>	<i>Outcomes</i>
Short term	To provide easy movement around the corridors	Keep corridors are free from obstruction to wheelchair users, and blind and partially sighted people	By Jan 2017, then ongoing	Year Group teams	There is improved access for disabled people, through the school corridors
	To provide easy movement around the classroom	Ensure classrooms are tidy and free of clutter	By Jan 2017, then ongoing	Class Teachers	There is improved physical access in classrooms
	To ensure classrooms are set out in a way that maintains clear escape routes are clear of obstruction	The arrangement of furniture in every room takes into account the needs for exit routes to be kept clear (<i>i.e. classroom doors to the corridors and to the outside</i>)	By March 2017, then ongoing	Class Teachers	Exit routes are clear enough for pupils with disability
	Disabled parking space is clearly marked	Install signage on the disabled parking bay	By May 2017	Site Manager	The signage makes it clear that disabled people have priority for the parking bay by the back door
Medium term	To provide extra support for pupils with mobility needs and visual impairment, for the changes of levels around internal staircases	Extend handrails at the bottom of each interior flight of stairs, to 300mm beyond the bottom of the steps	By Aug 2018	Site Manager	The extended handrails provide physical guidance for pupils with disabilities; this supports their independent movement along the corridors.
	To install non-protruding coat hooks in all corridors	Continue the programme of removing existing protruding coat hooks, and replace with safer hooks	By Sept 2019	Site Manager	Removal of a physical hazard improves access pupils with disabilities'
Long term	To further improve the disabled toilet facilities	Install lever action tap on the sink in the disabled toilet	By Sept 2020	Site Manager	The modified taps make it easier for disabled people to use the sink.
	To provide additional facilities to support parents / carers and visitors with hearing impairment	Install a hearing loop in the front entrance / foyer	By Sept 2020	Site Manager	The hearing loop has improved access for hearing impaired people.

2. Improving Access to Information

	<i>Targets</i>	<i>Actions</i>	<i>Timescale</i>	<i>Responsibilities</i>	<i>Outcomes</i>
Short term	Improve the website, to provide better access for parents / carers and ‘virtual’ visitors with disabilities	Professional website designer to build a new website, which complies with accessibility guidance	By Jan 2017	Headteacher	The website meet the standards set for accessibility, and this provides improved access to the information published on the site.
Medium term	Provide an additional sources of information for parents / carers	Set up a Facebook page, to communicate information (<i>e.g. on school events, the curriculum and community events of interest to parents and carers</i>)	By Jan 2018	SLT (<i>Assistant Headteacher</i>)	Parents have another way to access information.
	To further improve communication and support for parents / carers, through setting up a named member of staff as Parent Support Adviser	A member of the Inclusion and SEN Team provides this service to parents / carers	By March 2018	Inclusion Leader	Communication with parents / carers has been enhances, through the personal support provided by the school PSA. This has been especially helpful for parents who find written information inaccessible.
	To ensure parents / carers have access to up-to-date information on the SEN practice and provision of the school	Update the SEN Information report on an annual basis, and publish this on the school website, in line with guidance	Annually	Inclusion Leader	Parents / carers (<i>and prospective parents/carers</i>) have access to clear and up-to-date information on the school’s SEND provision.
Long term	To ensure key written material is available in different formats and a range of languages	Contact the EAL service and / or EIP partner school specialists, for advice and guidance. Create a new set of key documents in different formats and languages	By Nov 2020 (<i>as above</i>)	Inclusion Leader (<i>as above</i>)	Parents / carers and visitors have more options for accessing key information