

Race Leys Infant School Accessibility Plan

Date: 2023-2026

Aims

The Equality Act 2010 has simplified and strengthened discrimination law. Under the new legislation Race Leys Infant School continues to have responsibility for accessibility planning for disabled pupils. This Accessibility Policy meets the requirements of schedule 10 of the Equality Act 2010.

This plan sets out the proposals of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the Equality Act:

1. Increasing the extent to which disabled pupils can participate in the school curriculum;
2. Improving the environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided and;
3. Improve the availability of accessible information to pupils with disabilities.

The agreed definition of disability, supported by the Disability Rights Commission, is:

“adverse effect on their ability to carry out day to day activities. It covers physical or mental impairments, which includes sensory impairments such as those affecting sight or hearing. The term mental impairment is intended to cover a wide range of impairments relating to mental function, including what are often known as learning”
(From the Disability Equality Guidance document)

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.

Accessibility

The Accessibility Plan (Appendix 1) is structured to complement and support the school’s Equality Objectives and will similarly be published on the school website and paper copies will be made available upon request.

Race Leys Infant School aims to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils, staff, parents and visitors without discrimination of any kind. We are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe, and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Race Leys Infant School is committed to providing an environment that enables full curriculum access through:

- Providing INSET/staff training relating to equality issues with reference to the Equality Act 2012, including understanding disability issues. Training will support staff to ensure all pupils within each lesson are able to access the content through appropriate adaptive teaching strategies.
- Auditing resources within each curriculum area to support staff in delivering high quality lessons to meet the needs of all pupils.
- Working closely with the SENDCO to monitor provision for pupils with additional needs.
- Developing close working relationships between support staff and class teachers to ensure that support is fully utilised.
- Ensuring equal access for pupils with additional needs to clubs, school visits and extra-curricular activities with considerations made for pupils when planning trips and completing risk assessments.
- Ensuring pupils feel fully supported and included within the school through close links with parents and external agencies.

At Race Leys Infant School, we have a range of pupils who, with support, can access mainstream education. The needs of the pupils range from those who have moderate learning difficulties (MLD) to children who have physical difficulties. We use a range of resources in order to enable all children to access a broad and balanced curriculum including:

- An adapted curriculum, including written materials e.g. handouts, textbooks, timetables and information about the school
- A range of support staff
- Specialist or auxiliary aids and equipment including interactive ICT equipment
- A consideration of the physical environment for each individual child with SEND, which could include Improvements to the physical environment and physical aids to access education
- Specific equipment sourced from Occupational Therapy or other agencies
- Liaison with outside agencies
- Liaison with parents.

Any adaptations will be made in a reasonable timeframe.

Race Leys Infant School supports any available partnerships to develop and implement the plan. We work closely with external agencies to support children with a range of needs some of which include: hearing/visual impairment; social, emotional, mental health and speech and language difficulties. Some external agencies include; Occupational Therapists, Educational Psychologist, Specialist Teacher Service, Connect for Health and the community Paediatricians.

On entry to school all parents complete a medical form highlighting any medical needs and physical limitations. Regular parents' meetings are held throughout the year at which time any needs regarding disability can be discussed. All parents know they are welcome to come into school at any time to discuss any changes or needs that arise regarding their child or themselves. On entry following discussions a risk assessment may be carried out and a personal emergency evacuation plan written. These will be shared with the family.

Our school has included a range of stakeholders in the development and implementation of this accessibility plan including:

- SENDCo
- Co-Headteachers
- Governors
- The Local Authority
- External Agencies

Our school's complaints procedure covers the accessibility plan. If you have any concerns

Monitoring Arrangements

The Accessibility Plan will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the Governing Body. An audit of accessibility arrangements will be completed each year for pupils, staff, parents and visitors.

Links with other policies

This Accessibility Plan should be read in conjunction with the following Race Leys Infant School policies, strategies, and documents:

- Behaviour Management Policy
- Curriculum Policy
- Critical Incidents Policy
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Development Plan
- Special Educational Needs Policy
- Supporting Children with Medical conditions
- Children with Health Needs who cannot attend School
- SEND Code of Practice (June 2014)
- Equality Act 2010

Vocabulary- Evacuation – the controlled and orderly exit of people from within your building. Invacuation – the controlled and orderly movement of people to a closed area within your building, typically away from external doors and windows

Our school aims to support all families and the wider community. Any queries or concerns regarding individual policies will be considered on an individual basis.



Objectives	Action	People	Resources	Timescale	Success Criteria
Increase the extent to which disabled pupils can participate in the school curriculum.					
Training for staff in the identification of and teaching children with a range of disabilities or specific learning difficulties.	All staff attend appropriate training. Outreach provision from external agencies. Staff work alongside SENDCo to make relevant referrals. Support from EP service, Specialist Teacher Service- inclusion mentors and Mental Health in Schools team.	All Staff	Time Leadership time MSHT Training for all staff 3 twilight sessions TA's 5 twilight sessions January 2024	Ongoing Autumn 2023/spring 2024 Spring 2024	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom. Children with any disability are successfully included in all aspects of school life.
Ensure quality first teaching meets the needs of all children through adaptive teaching.	Focused teacher planning informed by assessment of individual pupil needs and SEND Toolkit. Effective adaptive teaching strategies. Intervention and consolidation provided promptly where necessary. Curriculum is reviewed frequently to ensure meets the needs of all pupils. Targets are set effectively and are appropriate for pupils with additional needs using the SEND Toolkit, where appropriate.	All Staff	Time Cost of CPD	Ongoing	All pupils make appropriate progress. Needs of all learners met with reasonable adjustments.

Ensure all children on SEND register have a one page profile and all children with an EHCP have a provision map in place.	One page profiles are created at the end of the half term for each term. A copy is in the class yellow information folder, a copy is kept by the sendco for internal monitoring and a copy is sent home for parents. They are reviewed termly by teaching staff, Ta's, child and parent. Provision maps for children with EHCP to be reviewed termly SENDCO to monitor. EHCP annual lead by sendco.	Teachers SENDCO	Time SENDCO leadership time	Termly	One page profiles and provision maps are up to date and form a key part of the planning process for all pupils.
Engagement of all children with the outside environment	Introduction of Opal at lunch and playtimes. All children to be able to access play resources what ever the weather	Co-Head teacher Staff working party Governors	Time Initial teacher training – Aut2023 Initial set up costs £5550 £2750 2022-23 £2750 2023-24	ongoing	All children will be able to access high quality play
All extra-curricular activities are planned to ensure, where reasonable; they are accessible to all children.	Review all out-of-school provision to ensure compliance with legislation. SENDCO to monitor SEND register and attendance to clubs.	All Staff SENDCO	Time SENDCO and Afterschool Clubs lead leadership time	Ongoing	All out-of-school activities will be conducted in an inclusive environment. Increase in access to all school activities for all pupils.
<ul style="list-style-type: none"> ▪ Build cultural capital for all learners- 	mini first aid, road safety, careers week, visits from community members such as the mayor.	All staff	Built into the curriculum	ongoing	Children are aware of the world around them and have opportunities to ask questions about things that may puzzle them.

Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education

Classrooms are optimally organised to promote the participation and independence of all pupils.	Teachers use professional judgment to layout the classroom furniture to meet the needs of the pupils in their class. Resources used to support children's needs e.g. cushions, pencil grips, ear defenders.	All Staff	Specific equipment	Ongoing	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning. Increase in access to the National Curriculum
Maintain safe access around exterior of school	Ensure that pathways are kept clear. Make sure grounds maintenance contractors know which areas to prioritise Hand rails installed on either side of hall exit doors	Site Manager	Cost of any maintenance	Ongoing	Clear access in all parts of the school
Personal hygiene and medical issues are dealt with paying full attention to the safety and dignity of all concerned i.e. children / young people taking medication, those requiring support with toileting.	Clear plans, identifying where children will take medication/ toileting. Intimate care plans are created for children with toileting needs. These are written in coordination with parents and shared with supporting staff. Medicine is administered by admin staff and is kept in a locked cupboard.	All Staff	N/A	Ongoing	Children are able to take medication in a safe, designated space. Children requiring toileting support have a safe, dignified place.

The school continues to be aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors.	Access plans for individual disabled pupils as part of the Care Plan process when required (e.g. PEEP). Be aware of staff, governors and parent/carers access needs and meet as appropriate. Collate information in school office to acknowledge the disability needs of parent/carers and the potential requirement of school support. Consider access needs during recruitment process.	SLT All Staff	Time Staff to have yearly training for asthma/EpiPen training /TOF	As required Induction/ongoing if required Recruitment process	Care Plans in place for disabled pupils and all staff aware of pupils needs. Staff have had external training to support pupil. All staff and governors feel confident their needs are met. Parent/Carers have full access to all school activities. Access issues do not influence recruitment and retention.
Continue to ensure all disabled pupils/staff/visitors can be safely evacuated.	Personal Emergency Evacuation Plan (PEEP) for all pupils/staff with difficulties is in place. Ensure all staff are aware of their responsibilities.	Designated staff	PEEPs updated as children move to new year groups Time	As required	All disabled pupils and staff working alongside them are safe in the event of an evacuation or invacuation.
Ensure accessibility of access to IT equipment including support for hearing impaired where required.	Alternative equipment in place to ensure access to learning. Advice from external agencies regarding information to the hearing/visually-impaired.	SENDCO	Cost of equipment	As required	Hardware and software available to meet the needs of children as appropriate as per recommendations from professionals
All fire escape routes are suitable for all and incorporates appropriate capacity for disabled pupils	Make sure all escape routes are clutter free and suitable for all pupils.	Site Manager	Time	On-going and as required	All disabled pupils and staff working alongside them are safe in the event of an evacuation or invacuation

Improve the delivery of information to disabled pupils (and parents)					
Availability of written material in alternative/adapted formats	All staff and parent aware of a range of alternative formats. Coloured paper, overlays	SENDCO	Cost of translation and Adaptation overlays coloured paper	As necessary	Written information available in alternative formats on request.
Children with Visual Impairment are able to access classroom resources.	Liaise with the relevant agencies to identify the equipment/ modifications that are required. . Coloured paper, overlays	SENDCO All Staff	Time Cost of any resources overlays coloured paper	Ongoing	Children with Visual Impairment will be able to access the curriculum fully.
Information is presented to groups in a way which is user friendly or suitable for people with disabilities.	Staff use Rosenshine's principles to organise written materials with cognitive load taken into consideration.	All Staff	Time Cost of any resources and CPD	Ongoing	Children with SEND are able to access the curriculum.
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve.	Conduct parent/carer survey during SEND parent workshop to collect parents' opinions and disseminate information.	SENDCO	Time edulink form	Annually	School is more aware of the opinions of parents and acts on this. Parental opinion is surveyed and action taken appropriately.
To promote positive attitudes to disability	Introduce new PSHE scheme - Jigsaw SEN coffee morning, attended by professionals	PSHe coordinator/ all staff SENDCO learning mentor	Subject leader time	Ongoing Autumn 2023 Summer 2024	Children have an understanding of all children's rights and responsibilities Families have access to professional support .
Review all school policies, procedures and plans to ensure that our vision and value statements are explicit within them and they are accessible to all stakeholders. Ensure all policies consider the implications of Disability Access.	Provide information, policies, plans and letters in clear, enlarged print. Ensure website and all document accessible via the school website can be accessed by the visually impaired. Implementation of new behaviour	SLT Any staff writing policies	Time Leadership Team /subject leaders/ staff and governors time to review policies.	Ongoing	All aspects of school life promote equality of opportunity for all pupils and promote the school values.

	<p>policy (September 2023) Educational Visits Involve School Council in all reviews. Engage staff in EHCP referrals and annual reviews Consult pupils and staff on any proposed changes</p>				
<p>The use of an electronic method of reporting to parents.</p>	<p>Electronic reporting methods in place edulink Uptake of electronic mail transmission- office staff to support new parents to set up. Large print and audio formats etc. as required. Newsletter added weekly to school website- Ensure accessible for all families.</p>	<p>Business Manager Office Staff All Staff</p>	<p>Cost of software</p>	<p>Ongoing monitoring</p>	<p>The school is able to move forward with electronic reporting to parents. Parents have easy access to the school at a time that is appropriate to them.</p>