



# **St Denys CE Infant School**

## **Accessibility Plan 2022-2025**

Signed by:

A handwritten signature in grey ink, appearing to read 'Gargear', is written over a horizontal line.

Headteacher

Date: 30/06/2022

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## **Aims of the Accessibility Plan**

This plan outlines how St Denys CE infant School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

## The Accessibility Audit

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

## ST DENYS CE INFANT SCHOOL ACCESSIBILITY ACTION PLAN JUNE 2022 - JUNE 2025

Targets	Strategies	Outcome	Timeframe	Achieved
<b>EQUALITY AND INCLUSION</b>				
To ensure that the Accessibility Plan becomes an annual item at the FGB meetings.	Clerk to governors to add to list for FGB meetings.	Adherence to legislation.	Annually.	✓
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues.	On-going.	✓
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	On-going.	✓
<b>PHYSICAL ENVIRONMENT</b>				
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all. This includes: <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Lifts</li> <li>• Disabled parking bays</li> <li>• Disabled toilets</li> <li>• Library shelves at wheelchair-accessible height</li> </ul>	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access.	On-going.	✓
Improve the delivery of information to pupils with a Disability.	Our school uses a range of communication methods to ensure information is accessible. This includes: <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Different coloured paper or overlays</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations like</li> <li>• Makaton if required</li> <li>• Provide Braille or induction loops if required.</li> </ul>			✓

CURRICULUM				
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENDCO and SEND Unit Teacher to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum.	On-going.	✓
Our school offers a differentiated curriculum for all pupils	Ongoing curriculum implementation training for all staff.	Increased confidence and competence of all staff in delivering a well differentiated curriculum accessible to all children.	On-going	✓
To ensure that all children are able to access all out- of- school activities. e.g. clubs, trips, residential visits etc.	Review of out of school provision to ensure compliance with legislation.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	On-going.	✓
To provide specialist equipment/tailored resources to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. e.g. special pencil grips, headphones, writing slopes etc.	Children will develop independent learning skills.	Reviewed termly by SENDCO.	✓
Curriculum progress is tracked for all pupils, including those with a disability and access to KS1 Tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually.	✓
Targets are set effectively and are appropriate for pupils with additional needs.	SENDCo to provide regular up-to-date training for staff on setting appropriate but challenging targets for children with SEND needs.	Staff have high but appropriate expectations for all children regardless of their ability.	On-going.	✓
To ensure classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils.	On-going.	✓
To deploy Learning Support Assistants effectively to support pupil's participation.	Review needs of pupils within each class and staff accordingly. Ensure staff skills are matched to pupil needs.	Pupils needs are appropriately met through effective deployment of skilled support staff.	On going	✓
To review the Curriculum to ensure it meets the needs of all pupils.	Review the curriculum to ensure that it meets the needs of all pupils.	All children can access the curriculum.	On going	✓

WRITTEN/OTHER INFORMATION				
To ensure that all parents and other members of the school community can access information.	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed.	✓
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	Parents are informed of children's progress.	Termly.	✓