

## **Accessibility Plan 2023-25**

### **Purpose of Plan**

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils/students with a disability can take full advantage of their education and associated opportunities as required by the Equality Act 2010.

### **Definition of disability**

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

### **Key Aims**

To increase and eventually ensure for pupils/students with a disability that they have:

- total access to our setting's environment, curriculum and information and
- full participation in the school community.

### **Principles**

- Compliance with the Equality Act is consistent with our setting's aims and equal opportunities policy and SEN information report.
- Our staff recognise their duty under the Equality Act:
  - Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
  - Not to treat disabled pupils less favourably
  - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

- o To publish an accessibility plan
- Our setting
  - o recognises and values the young person's knowledge/parents' knowledge of their child's disability
  - o recognises the effect their disability has on his/her ability to carry out activities,
  - o respects the parents' and child's right to confidentiality
  - o the setting provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.
- The governing board also recognises its responsibilities towards employees with disabilities and will:
  - o Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
  - o Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
  - o Undertake reasonable adjustments to enable staff to access the workplace.

### **Contextual Information**

Pocklington Infant school is a single story building, with a disabled toilet located in the Year 2 unit. It is possible to access all areas of the school building in a wheelchair and to navigate around all areas of the outside. Access to the field would at present be tricky as there is no designated ramp. At present we have no wheelchair dependant pupils, parents or members of staff. The school has children and staff with a range of disabilities including moderate and specific learning disabilities.

## **Increasing Access for disabled pupils to the school curriculum**

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

### **What is already in place?**

- The school layout is wheelchair accessible throughout.
- The school has one accessible toilet accessible from all areas of the school.
- The school car park has a dedicated space for parents with children that have a disability and who are blue badge holders.
- Arrangements are made for pupils with allergies or medical needs (e.g. epi pen),
- Risk assessments are used to ensure activities on and off the school site cater for the needs of children with specific difficulties including physical disabilities.
- Where possible additional equipment is made available to enable SEND pupils to access the curriculum and be involved in all activities e.g. special scissors, pencil grips, specific seating, sensory resources, IT etc. The SENDCo and another member of staff has received positive handling training e.g. Team Teach.
- Access arrangements are in place to support children with their SATs.

## **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.

An accessibility audit was completed in 2022. 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.

## **Financial Planning and control**

The headteacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Improving Participation in the curriculum					
Target / Issue	Lead	Strategy/Action	Resources	Timescale	Success Criteria
Effective communication and engagement of parents	Headteacher / SENDCO	Introductory meetings in the Autumn term followed by termly meetings with parents and carers. Termly learning plan meetings with parents of children on SEN support and EHCP plans. Opportunities of alternative methods of communication for parents who are unable to attend meetings in person.	Room for meeting Diary dates	Ongoing	Increased parental engagement
Training for staff	Headteacher / SBM	First Aid training.	Inservice	Annually	All staff are trained

<p>on increasing access to the curriculum for all learners and removing potential barriers</p>	<p>Headteacher / Sr First Aiders</p> <p>Headteacher / SENDCO</p> <p>Headteacher/SEND CO</p>	<p>Policy of medicine and medical conditions updated</p> <p>Training from outside agencies</p> <p>Annual audit of staff knowledge and understanding and confidence of specific learning needs carried out by SENDCO.</p>	<p>Non contact time</p> <p>Staff meeting</p>		<p>and potential barriers are foreseen and then removed before a problem arises. Staff are confident in supporting children with all learning needs.</p>
<p>Appropriate use of specialised equipment to benefit individual pupils and staff</p>	<p>SENDCO</p>	<p>Ipads. Sloping boards. Now/Next board. Wobble cushion. Pencil grips. Sensory Items. Access to the sensory room. Talk buttons.</p>	<p>Audit of equipment and need. Staff training. Cost of resources.</p>	<p>Annually</p>	<p>SEND children have appropriate equipment and resources which supports their learning and removes barriers to learning.</p>
<p>Appropriate use of intervention and their success and</p>	<p>Headteacher / SLT/SENDCO</p>	<p>Review of interventions for impact and progress</p>	<p>Pupil progress data.</p>	<p>Termly</p>	<p>All children make sustained progress.</p>

impact on progress		termly.			
Curriculum resources include examples of people with disabilities	All staff	Resources used in the classroom reflect diversity including pupils with SEND.		Ongoing	Resources which reflect all types of disability.
Improving Physical Environment					
To provide additional space for children with SEND to be able to relax and use as a sensory area	SENDCO	Development of the school sensory garden.	Funding and risk assessments	Ongoing	The sensory needs of all pupils are met.
Ensure access for all SEND children to clubs.	Headteacher	Audit SEND children use of clubs. Risk assessments put in place if needed.	Risk Assessments	Ongoing	Increased access of SEND children to clubs.
Ensure all children feel safe and involved at playtime.	MDS Classroom staff	Adults on duty should report children who may not be involved at playtimes to the class teacher.		On going	Children feel safe, valued and included in school.

		Adult model and explicitly teach 'debugging'.	Curriculum time		
Evaluate day trips	Headteacher / SENDCO	Ensure all children are included in a risk assessment for trips, and appropriate support is put in place so that children are able to access the trip to its full extent	Risk assessments Time for pre-visit if required	Ongoing	All SEND are all to access all trips.
Improve the delivery of written information					
Ensure the new website has the option to translate into required languages	Headteacher	Ensure launch of new website has a translation service	Weduc	September 2023	Website will be able to be translated into the languages required.