Imperial Avenue Infant School Accessibility Policy and Plan

2023-2026

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.

Legislation and guidance
This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

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.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The Purpose of this plan is to: Increase the extent to which disabled pupils can participate in the curriculum Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

1. We are committed to providing an accessible environment that values and includes all pupils, staff, parents 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.

2. Imperial Avenue Infant School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

3. An Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated annually.

4. The Accessibility Plan will contain relevant actions to:

    a. Improve access to the **physical environment** of the school. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

    b. 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. This covers teaching, 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.

    c. Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, 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.

5. The Plan will be monitored through the Resources Committees of the Governors.

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

7. 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.

8. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues

Accessibility Plan 2023-2026

Ensuring all pupils can access the full curriculum and all pupils are supported to make better than expected progress

Targets	Strategies	Time Frame	Success Criteria	Resources	Monitoring	Evaluation
Increase understanding of strategies to be used by staff to ensure equal access to the curriculum for children with EAL and SEND	TA training to develop interventions in response to ongoing assessments of the children Resources/Interventions used by staff in school include: • Colourful semantics • BRWP • Fun time • Early Talk Boost/Talk Boost • Mastery Number • NELI (Nuffield Early Language Intervention) • Dyslexia Gold	Termly	All pupils can access the curriculum and engage in all aspects of learning All pupils needs are efficiently and effectively met All pupils make good progress according to their starting levels	TA and Teacher training Staff meetings	SMT through lesson observations Intervention observations Learning walks Book trawls	Actioned for 2022- 2023 and showed progress for children in interventions. Academic year 2023 -2024 staff planning and carrying out as children are identified
	Staff CPD on effective lesson adaptation and development of independence for pupils identified as having a need, disability or find an aspect of learning challenging.	Termly	All teaching is good All children's needs are catered for effectively Pupils with SEND at all levels make good progress from their starting points	Staff meeting time and staff inset	SENDCO monitoring	Ofsted inspections remains graded as good CPD plan in place for 2023-2024
	Visual timetables, sensory room, quiet areas, ear defenders are used when appropriate to support children with identified needs	Ongoing	All pupils can access learning. All pupils with sensory needs are catered for	Sensory Room and ongoing maintenance - £20k	SENDCO monitoring	All up in classrooms and resources available to all staff
All children's EHCP targets are implemented effectively and efficiently	Staff training External agency work EHCP reviews Passport termly reviews	Termly	Pupils needs are efficiently and effectively met by both internal and external agencies	Staff meeting time and PPA time	SENDCO Monitoring Head teacher	Completed for 2022-2023 Planned out for 2023 - 2024

Targets	Strategies	Time Frame	Success Criteria	Resources	Monitoring	Evaluation
Ensure all pupils have a means to record their learning	Purchase writing pencil grips, use of laptops or iPad if the child is unable to use a writing implement Use of coloured whiteboards or paper to support recording, coloured overlays	Ongoing	Pupils can record their learning	Cost of resources £200	SENDCO	All resources purchased and available nm PPA room. Used by pupils who needed it in 2022-2023

Improving the Physical Access

Schools and local councils must carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

The accessibility of the school site is extremely challenging as a result of step or steps into the main school building, into every classroom and that the school operates on two levels.

Methods to fully access the school building for wheel chair users

	Access to the classroom	**Toilet facilities**	**Dining facilities**	**Hall facilities**	**ICT suite**	**Playground & Reception Quad**
Nursery	Accessible via a ramp in outdoor play area OR Through cloakroom door from outdoor play area	Disabled toilet available in the main reception area and access would be via the outside of the building.	Access through Nursery play area into the KDR (Kitchen dining room) passage	Access around the outside of the building to enter through the Reception classroom corridor entrance	Accessible	Accessible to their own outdoor play area but to get to the main playground they will need to exit through their external doors and walk around the outside of the building as per fire evacuation
Reception	All accessible from external classroom door	Disabled toilet near the Reception corridor accessible by one class Disabled toilet in office reception area accessible by two Reception classes (one going through the quad area and up the ramp)	Access from the outside of the building and through Nursery play area into the KDR passage	Accessible for one Reception class from the reception corridor The other two classes need to leave the classroom through their external doors and re-enter the building at the reception classroom	To access the ICT suite leave through the external classroom doors and enter the ICT suite through external doors which are situated on the car park	Playground – accessible by all classes using external doors and following the pathway around the outside of the building as per fire evacuation. Reception Quad – Accessible by two classes. Third class would have to use reception corridor and re-enter the building through the main office reception area

				corridor entrance		
Year 1	Accessible through external classroom doors	Disabled toilet in the reception classroom corridor	Currently would need to access through outside of the building and through Nursery outdoor play area into KDP passage	Accessible by all	To access the ICT suite, leave through the external classroom doors and enter the ICT suite through external doors which are situated on the car park	Accessible by all
Year 2	Accessible through external classroom doors	Access to disabled toilet in main office reception area by leaving via external classroom doors and re-entering through main office reception	Currently would need to access through outside of the building and through Nursery outdoor play area into KDR passage	Access around the outside of the building through the reception classroom corridor entrance or via OR Access via the ramp on the main playground by entering through fire doors	Accessible by all	Access around the outside of the building through external classroom doors

Improving Physical Access

Targets	Strategies	Time Frame	Success Criteria	Resources	Monitoring	Evaluation
Ensure all classrooms and corridors are visual impaired friendly	Incorporation of appropriate colour schemes when refurbishing to benefit pupils with visual impairment	When redecorated	Physical accessibility of school increased	£1000 per year	Resources Committee	Ongoing
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 Where possible try to make documents easy to read by simplifying them with the use of signs, images, simple sentences etc	December 2023	Delivery of school information to parents and the local community improved and available in a variety of languages. Communication is clear for all parents		Resources Committee	New parent guide been translated into 3 languages so far.

Improving the provision for pupils, staff and parents with medical needs

Targets	Strategies	Time Frame	Success Criteria	Resources	Monitoring	Evaluation
School is inclusive for pupils with a range of medical needs	Staff trained to administer appropriate medicines or urgency care for a range of common medical conditions including the following: - Epipen training - Diabetes training - Epilepsy training - Cystic Fibrosis training	As and when needed dependent on medical needs of children that enter the school	All training undertaken, relevant qualifications gained and renewed in line with guidance All children can be admitted to the school in a timely manner irrespective of their medical needs.	Staff training of relevant staff Time allocated to administer medication in line with need	SMT	Updated as with staff as training expires and new staff trained
Our target is to have a minimum one First Aid at Work (FAW), three Paediatric trained first aid trainers, five Emergency First Aid at Work (EFAW)	Training provided as and when needed	As and when needed	All training undertaken, relevant qualifications gained and renewed in line with guidance	Cost of course and supply if needed	Business Manager	1 X (FAW) expires Aug 2029 5 X PFAT expires Aug 2029 2 x PFAT expired Aug 2028 10 x EFAW expires Aug 2029
To have a trained Mental Health first aider	Training provided as and when needed	As and when needed	All training undertaken, relevant qualifications gained and renewed in line with guidance	Cost of course and supply if needed	Business Manager	To be arranged
All permanent members of staff who deal with pupils on a day to day basis trained in Team Teach training	Training provided as and when needed	As and when needed	All training undertaken, relevant qualifications gained and renewed in line with guidance	Cost of course and supply if needed	Business Manager	All current staff trained to TT L1 and L2 were retrained

DSP Team Teach Training Level 2 – at least two members of the DSP staff to be trained in the technique			All pupils can be admitted to the school in a timely manner irrespective of their needs School is able to cater for pupils with emotional and behavioural needs			August 2026