

# **Imperial Avenue Infant School Accessibility Policy and Plan**

## **2019-2022**

*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.*

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.

## Accessibility Plan 2019-2022

### 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	Visual timetables  Colourful semantics  BRWP  Fun time  Early Talk Boost/Talk Boost	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	This is all in place and happening throughout the school

### 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.

Targets	Strategies	Time Frame	Success Criteria	Resources	Monitoring	Evaluation
Ensure toileting facilities are easily accessible for children on the upper level of the school (without having to go out of the school building)	Convert part of the FS1 toilet area into a disabled toilet, giving access to toilets on the main upper area	Summer 2020	Accessible toilet for the upper area of the school	£3000	Resources Committee	Not a viable option but the school does have three accessible toilets in different parts of the school on the ground floor
Improve accessibility into the dining room from the playground	Change the steps into the dining room from the playground to a ramp	Summer 2022	Wheel chair access to the dining room from the main playground	£5000	Resources Committee	Due to current layout of the steps into school the ramp would have to be split into three sections which then impedes onto the playground area. The cost of this work will have an impact on the teaching and learning

						budget and the dining room is accessible but this would be from outside access through the Nursery outdoor area
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
Support, pupils, parents, staff and visitors	Install a hearing loop into the Reception area	September 2020	Inclusive for people with hearing impairment	£1000	Resources Committee	Fitted January 2020 - £385
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	September 2019	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	Unable to find a viable and cost effective service

## Plan to fully access the school building for wheel chair users

	Access to the classroom	Toilet facilities	Dining facilities	Hall facilities	ICT suite	Playground FS2 Quad
<b>FS1</b>	Accessible with small ramps	Need a disabled toilet in area	Access through FS1 play area if needed	Access around the outside of the building through the EYFS 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
<b>FS2</b>	Accessible with small ramps in 2 of the 3 FS2 classes	Disabled toilet near the EYFS corridor accessible by one class  Disabled toilet in new reception area accessible by two EYFS classes (one going through the quad area and up the ramp)	Currently would need to access through outside of the building and through FS1 play area  Ramp needed for direct access from the Playground into the dining area	Accessible for one EYFS class from the EYFS corridor  The other two classes need to leave the classroom through the external doors and re-enter the building at the EYFS corridor entrance	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. Quad – Accessible by two classes. Third class would have to use EYFS corridor and re-enter the building through the main reception
<b>Year 1</b>	Accessible through rear doors (these are used entry and exit by all children)	Disabled toilet on the EYFS corridor	Currently would need to access through outside of the building and through FS1 play area	Accessible	To access the ICT suite leave through the external classroom doors and enter the ICT suite	Accessible

			Ramp needed for direct access from the Playground into the dining area		through external doors which are situated on the car park	
<b>Year 2</b>	Accessible with small ramps into front and rear exit	Either classroom is where current Year 1 is whilst awaiting disabled toilet in FS1	Currently would need to access through outside of the building and through FS1 play area  Ramp needed for direct access from the Playground into the dining area	Access around the outside of the building through the EYFS corridor entrance	Accessible	Access around the outside of the building through external classroom doors

## 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: <ul style="list-style-type: none"> <li>- Epipen training</li> <li>- Diabetes training</li> <li>- Epilepsy training</li> </ul>	As and when needed dependent on medical needs of children that enter the school	<p>All training undertaken, relevant qualifications gained and renewed in line with guidance</p> <p>All children can be admitted to the school in a timely manner irrespective of their medical needs.</p>	<p>Staff training of relevant staff</p> <p>Time allocated to administer medication in line with need.</p>	SMT	Ongoing. Training can only be undertaken if you have a child with emergency medication. It is then restricted to a max of 3 per child
Our target is to have two FAW, four Paediatric trained first trainers, five 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 Manger	Ongoing
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	<p>All training undertaken, relevant qualifications gained and renewed in line with guidance</p> <p>All pupils can be admitted to the school in a timely manner irrespective of their needs</p> <p>School is able to cater for pupils with emotional and behavioural needs</p>	Cost of course and supply if needed	Business Manger	26 <sup>th</sup> August 2022 – whole school training carried out. Every three years