



Southbourne Infant School

Accessibility Plan



Document Information			
Responsibility:	Headteacher and SENCo	Reviewed by:	Governing Body
Last Review:	Spring Term 2022	Next Review:	Spring Term 2025
Parent Consultation:	April	Review Cycle:	3 yearly

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled children and those with sensory differences can participate in the curriculum
- Improve the physical environment of the school to enable all children to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled children

Our school aims to treat all its children fairly and with respect. This involves providing access and opportunities for all children without discrimination of any kind. We value individuality of all our children. We are committed to giving all of our children every opportunity to achieve the highest standards, participating fully into the life of the school. Our school is committed to promoting equal treatments of all of its children, employees, parents and any others involved in the school community irrespective of any form of disability. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns. We have included a range of stakeholders in the development of this accessibility plan, including [parents, staff and governors of the school].

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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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 children with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled children. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Audit and Planning Duty

This plan sets out the proposals of the Governing Body of the school to increase access to the education for disabled children in the three areas required by the planning duties of the DDA:

- Physical access – improving the extent to which disabled children and those with sensory differences are able to take advantage of education and intervention
- Learning access – increase the extent to which all children can participate and achieve within the school’s curriculum
- Information access – improving delivery of information to all children with disabilities

Contextual Information

Southbourne Infant School is a one storey building. The majority of the school grounds are wheelchair accessible. At present, we have no children who use wheelchairs.

PHYSICAL ACCESS AUDIT AND PLAN

Review 2019-22 targets	Any PEEPs were regularly updated and checked termly as appropriate/necessary. Venues for school trips were risk assessed prior to visits for suitability for any pupils with disabilities. Parental views were sought. Arrangements have been made to meet the specific needs of certain families (access, seating Fire alarm updated accordingly				
2022 - 2025					
	Targets	Strategies	Timescale	Responsibility	Success Criteria
	Ensure that any PEEPs are up to date and checked each term. Ensure members of staff are aware of their roles	Person responsible for PEEPs ensure information is up to date	Termly/when appropriate	SENCo and named persons	PEEPs are up to date and people are all aware of their responsibilities
	Ensure venues for school trips are suitable with appropriate facilities to meet the needs of children with disabilities including those with sensory differences.	Pre-visit checks and risk assessments carried out. Parental views sought where appropriate	Ongoing	All staff	Risk assessments and appropriate surveys undertaken for all trips
	When fire alarm is updated include visual systems (flashing light) for hearing impaired	Emergency systems to cater for hearing impaired/children with	When new fire alarm system installed	Premises Officer (Infant and Junior Schools to agree)	Emergency systems are accessible to hearing impaired

		sensory differences.			
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LEARNING ACCESS AUDIT AND PLAN

Review 2019-22 targets	<p>Selected staff have been trained to help meet the needs of children, for example; NELI, Autism, Attachment and Dyslexia Training. Staff have also attended Lego Therapy and Team Teach courses. Interventions have been tailored for children's individual needs (for example emotional literacy, physical difficulties, spelling, maths). Resources have been purchased to continue promote SEN children's independence. Headteacher and SENCo have ensured that community links and liaison with external agencies have been built and maintained</p>				
2022 - 2025					
	Targets	Strategies	Timescale	Responsibility	Success Criteria
	Continue to train staff to enable them to meet the needs of children with disabilities (hearing impaired/cerebral palsy/autism differences/dyslexia)	Staff training: Autism awareness Sensory differences Zones of regulation ELSA Training Training from audiology team	Spring term 2022 onwards	SLT SENCo	Ongoing staff training/ CPD leading to enhancement of provision
	Continue to develop classroom provision of resources/equipment to promote the participation and independence of children with disabilities.	Investment in classroom resources or specialist equipment as required. Reasonable adjustments made to support sensory	Ongoing	Class Teachers SLT SENCo	Continuous enhancement of provision

		differences			
	Following COVID, to continue to ensure that our established 'Open Door' policy ensures that parents views and relevant information about home life are discussed appropriately	Parents to be fully engaged in process of provision and enhancement	Ongoing	SENCo SLT	Parents (including external agencies where provided) engaged in evaluation and improvement processes
	Continue to meet the needs of children for statutory national assessment tests	Access arrangement applications made for modified materials if appropriate	Spring term	Class teachers SLT	Additional access or modified materials arrangements in place to support children where required

INFORMATION ACCESS AUDIT AND PLAN

Review 2019 –22 targets	Website updated to inform parents of accessible information SENCo continues to liaise with groups/parents/families				
2022-2025					
	Targets	Strategies	Timescale	Responsibility	Success Criteria
	Continue to ensure that school clearly notifies parents that all correspondence can be available in modified formats, large print or verbally, in translation or explained verbally	Appropriate resources available to all	Ongoing	SLT	Parents have full access to important information and are aware of modified materials
	Review Accessibility Plan	Accessibility plan reviewed in conjunction with all stakeholders	2022	Gov Body SLT	Accessibility Plan maintained and up to

					date
	SENCo to meet with parents to ensure they have access to and understand information (i.e. specialist reports)	Parents are supported to understand information SEND Newsletter Parent carer forum	Ongoing	SENCo	Parents have access to and understand information provided