



Southbourne Infant School



Accessibility Plan

Document Information			
Responsibility:	Headteacher and SENCo	Reviewed by:	Governing Body
Last Review:	Spring Term 2019	Next Review:	Spring Term 2022
Parent Consultation:	January	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 can participate in the curriculum
- Improve the physical environment of the school to enable disabled 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 are able to take advantage of education and intervention
- Learning access – increase the extent to which children can participate and achieve within the school’s curriculum
- Information access – improving delivery of information to 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 2016-18 targets	Any PEEPs were regularly updated and checked termly. Venues for school trips were risk assessed prior to visits for suitability for any pupils with disabilities. Parental views were sought. Dropped curb is available in car park. Parking access is made available for disabled visitors. Fire alarm bell was added to external part of the building to improve safety of all including hearing impaired.				
2019 - 2022					
	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	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	When new fire alarm system installed	Premises Officer (Infant and Junior Schools to agree)	Emergency systems are accessible to hearing impaired

LEARNING ACCESS AUDIT AND PLAN

<p>Review 2016-18 targets</p>	<p>Selected staff have been trained to help meet the needs of children, for example; Autism, Attachment and Dyslexia Training. Staff have also attended Lego Therapy and Team Teach courses. Interventions have been tailored for children' individual needs (for example emotional literacy, physical difficulties, spelling, maths). Resources have been purchased to promote SEN children's independence. EHC plans were reviewed and parents were supported in their choice and transition to KS2 schools appropriate for their needs. Formal and informal parent meetings have increased communication and trust between school and parents. Headteacher and SENCo have ensured that community links and liaison with external agencies have been built and maintained</p>				
2019 - 2022					
	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/dyslexia)	Staff training as appropriate	Spring term 2019 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	Spring term 2019 onwards	Class Teachers SLT SENCo	Continuous enhancement of provision
	To continue to ensure that our established 'Open Door' policy ensures that parents views and relevant	Parents to be fully engaged in process of provision and enhancement	2019-2022	SENCo SLT	Parents (including external agencies where provided) engaged in evaluation

	information about home life are discussed appropriately				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 2016-18 targets	A range of communication methods were used to ensure that the curriculum and information was accessible to all children (eg Makaton, pictorial representation, gesture)				
2019-2022					
	Targets	Strategies	Timescale	Responsibility	Success Criteria
	Ensure that school clearly notifies parents that all correspondence can be available in modified formats, large print or verbally	Ensure that this is clearly shown on the school website and in the newsletters	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	2019-2022	SENCo	Parents have access to and understand information provided