

Accessibility plan

Birches Green Infant School



Approved by: [Name]

Date: [Date]

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1. 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 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 stakeholder fairly and with respect. This involves providing access and opportunities for all without discrimination of any kind.

At Birches Green Infant School we support and make provision for all, regardless of their identified Disabilities. Early identification is matched with high quality provision to prepare all for a successful and independent future.

The plan will be made available online on the school website, and paper copies are available upon request.

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.

This plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents.

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 pupils, parents, staff and governors of the school.

2. 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 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.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<i>Our school offers a differentiated curriculum for all pupils.</i>	Planning is in line with the individual needs of children on the SEND register.	Planning, books and assessment monitored annually and actions taken. Pupil Progress Meetings enable open discussions on the needs of individuals.	SENCo/CT/TA AHT/SENCo/CT/TA	Monitored Spring term Data Capture points.	All pupils reach their full potential, striving to diminish any differences
	<i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i>	Additional resources are provided for those who need additional support.	Ongoing	SENCo/CT/TA	Reviewed termly	Additional resources enable full access to the Curriculum.
	<i>Curriculum resources include examples of people with additional needs.</i>	People with a range of disabilities are represented within Curriculum resources.	Audit completed within each Key Stage.	SENCo/KS1 lead/EYFS Lead/CT	Summer 2020	A range of disabilities will be represented within the Curriculum.
			Appropriate actions are taken to ensure all	AHT/SENCo/CT/TA		All pupils reach their full potential,

	<i>Curriculum progress is tracked for all pupils.</i> <i>Targets are set effectively and are appropriate for pupils with additional needs and shared with parents/carers.</i> <i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i>	Progress, of all pupils, is tracked at every data capture point. Identified children have an ITP/Support Plan/EHCP to track their individual targets. Termly Curriculum reviews ensure the needs of different individuals and cohorts are met.	pupils make maximum possible progress. Individualized targets and identified specialist support is given when needed. Timely Curriculum changes are made to meet the needs of all.	SENCo/ CT/TA KS1 lead/EYFS Lead/CT/TA	Aut 1, Aut 2, Spq 2, Sum 2 October, March June. Termly	diminishing the differences Everyone is working towards the same individualized targets to enable all pupils with additional needs can succeed. The Curriculum matches the needs of all, enabling them to reach their full potential.
Improve and maintain access to the physical environment	Enable access to all areas of the school. *disabled parking bays *playground *corridors *school hall *classrooms	Ensure all areas of the school are accessible to all. Monitor correct use of this space. *maintain clear access to all playground areas, corridors, hall, offices, toilets (including disabled toilets and changing area in	Ensure all staff are aware of their responsibility to maintain access to all areas of the school building. Ensure all staff monitor the correct use of this space. *Ensure all staff monitor/supervise so public areas have clear access at all times.	Site supervisor/ALL STAFF. Site supervisor/ALL STAFF Site supervisor/ALL STAFF	Half termly Risk Assessment with Gallifords. Daily Daily	All stakeholders will have access to all areas of the building. Visitors with a Blue Badge will have access to a dedicated parking space. All stakeholders will have access to all areas of the building.

	*office areas *Disabled toilets and changing areas. *lunch hall Fire doors	Nursery) and classrooms. *additional support offered to anyone that needs help to reach the lunch counter and carry their tray Internal fire door openers to be monitored to ensure they remain open except if the fire alarm is sounding when they will be closed.	Appropriate risk assessments will be completed to ensure those who need additional support will receive it in a timely way. In the event of a fire the Fire Marshalls will check the doors have closed whilst checking their dedicated areas.	Lunch Time Supervisors/CT TA Fire Marshalls	On completion of Risk Assessment. Fire drills/emergencies	All children will be supported with additional needs. All fire doors will be accessible to all. But hold back fire if needed.
Improve the delivery of information to stakeholders with an additional need.	Our school will endeavor to use a range of communication methods and additional support to ensure information is accessible to all.	Pupils will be referred to the appropriate outside agencies to gain equipment/resources to meet their additional needs. Staeholders/visitors to the school will see our 'Sunflower' signs, at every entrance, encouraging them to ask for additional support if they need it.	Inclusion Leader to work with pupils/parents/carers and outside agencies. Sunflower lanyards available (at the main entrance) to highlight the presence of an additional need. Staff to approach them and ask in what way they can be offered individualized support.	Office staff/all staff.	Spring 2020	All pupils and visitors can have adaptations made to ensure full access to the school environment and appropriate activities.

4. Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by Head teacher and Governing Board.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessments
- Health and safety policy
- Equality information
- Special educational needs (SEN) information report
- Medical Conditions and Medicines in School Policy
- Safe Guarding and Child Protection
- Admissions
- Data Protection and Privacy Notice
- Duty of Care
- Parents Code of Conduct

Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Parking bays	Allocated disabled parking bay to be kept clear and available to those with an additional need at all times.	All staff to monitor the correct use of the disabled parking bay. A 'sunflower' sign to be added to the car park gate highlighting the school telephone number to ring if the disabled parking space is needed.	Inclusion Leader	Spring 2020
Entrances/Reception Area	Addition of Sunflower signs at all gates and doors. Sunflower lanyards to be made available at the office hatch.	Signs will advise anyone visiting Birches Green Infant School to approach a member of staff if they have an additional need they do or might need support with. Staff can immediately identify individuals who need to be approached to see if they need additional support of any kind.	Inclusion Leader /office staff/ all staff.	Spring 2020
Corridors	Coat pegs are no longer fit for purpose.	Options to improve the storage of bags and coats in the corridors to stop them causing a trip hazard.	SLT	Autumn 2020
Entrance to school playground (Fir Tree Rd Entrance)	The path is sloped and a slip hazard in icy/wet weather.	Addition of a handrail on the fence to support safe passage of anyone who is unsteady on their feet.	Galliford Tri Bursar	Autumn 2020