

Galleywood Infant School



Accessibility Policy and Plan

Staff consulted: April 2021

Ratified by the Governing Body: May 2021

Review Date: May 2023

At Galleywood Infant School we believe that every child should have access to rich and engaging learning that takes account of individual strengths and needs and enables children to reach the highest levels of achievement and personal development across the curriculum.

This school is committed to safeguarding, child protection, and promoting the welfare of children and young people and expects all members of the school and its community to share this commitment.

Introduction

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. It sets out how the governing body will improve equality of opportunity for disabled people.

Definition of Disability

Disability is defined by the Equality Act 2010: "A person has a disability if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on his or her ability to do normal day to day activities."

Ethos, Vision and Values

Galleywood Infant School is committed to ensuring equal opportunities for all its pupils, staff and any others involved in the school community, with any form of disability. We ensure that disabled people are not treated less favourably in any procedures or practices, and will not tolerate harassment of disabled people. We promote positive attitudes towards disabled people and actively encourage participation by disabled children in school life.

Key Objective

The key objective of Galleywood Infant School Accessibility Plan is to provide a framework for integrating disability equality into school life, so as to reduce and eliminate barriers to accessing the curriculum and to promote full participation in the school community for pupils, and prospective pupils, with a disability. This **Accessibility Plan** sets out how the governing body will improve equality of opportunity for disabled people.

The SEN and Disability Act 2001 extended the DDA (Disability Discrimination Act 1995) to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Board of the school to improve awareness of **Equality and Inclusion** and to increase access to education in the three areas required by the planning duties in the DDA.

- Improve access to the **physical environment** of the school by adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to **the curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as prepared for the next stage in their education and for life as are

the able-bodied pupils. This covers teaching and 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 gaining access to the curriculum.

- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, books and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Context

Galleywood Infant School is a local authority community school for boys and girls aged 4-7yrs. The school is situated in one main building with a ramp access where necessary. We have an accessible toilet and a disabled car parking space is available for visitors by contacting the school office. Our demountable classrooms used for group teaching have ramp access and an accessible toilet. The main entrance has wide double doors; there is a gentle ramp approach to the front door and a hand rail.

The Special Educational Needs Co-ordinator is pro-active in visiting settings before children come to Galleywood Infant School to meet with families, facilitate the planning of transition and provision and to alert our Inclusion Partner if further support may be required.

Strategies for Implementing the Accessibility Plan

Our governing board is accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. Attached is an action plan showing how the school will address priorities identified in the plan.

In drawing up the Accessibility Plan the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailored to individual needs as appropriate.
- To provide training to all staff regarding the needs of disabled people, including how to provide assistance to enable them to enjoy the school experience as fully as possible.

Galleywood Infant School is committed to equal opportunities and inclusion. This plan should be viewed alongside the following school policies, strategies and documents:

- Special Education Needs policy and school SEND Information Report
- Strategic Plan
- School development plan
- Teaching and Learning policy
- Behaviour policy
- Supporting pupils with medical needs
- Equality Objectives
- Health and Safety policy
- School prospectus

The Accessibility Plan relates to the access audit undertaken by the Senior Leadership Team, site manager and health and safety governor. This audit will be updated as works are completed and used to inform the development of subsequent plans.

Monitoring and Evaluation

The implementation of this policy is monitored by the Headteacher and by governors to evaluate its implementation and effectiveness. This policy will be reviewed by staff and governors every three years, or earlier if need arises. This policy will be promoted and implemented throughout the school.

Galleywood Infant School Accessibility Plan

Access to the Curriculum

Target	Action Required	Timeframe	Success Criteria
Training for teachers and support staff on different aspects of inclusion to increase access to the curriculum for all pupils	ADHD training ASD training Renew physical intervention training Speech, language and communication training Makaton for key staff Ongoing guidance from specialists, e.g. physiotherapy, occ therapy, visual and hearing impairment. Epipen and asthma training Meeting mental health needs	On-going	All staff trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. Some staff have specialist skills and expertise, e.g. NELI programme, ASD. We recognise that this is an on-going process and that needs and expertise will change with time. Maintain records of staff training
All extra-curricular activities are planned to ensure they are accessible to all children.	Review all out of school provision to ensure compliance with legislation Undertake risk assessments Liaise with outside providers where appropriate Source and obtain specialist equipment if required.	Review annually On-going	All pupils are able to participate in all out of school activities and parents are confident for children to be included.
Classrooms are organised well and appropriate equipment is provided to promote the participation and independence of all pupils.	Specialist seating if needed Sloping boards and footrests available for pupils Coloured overlays/ worksheets for pupils with visual difficulty. Pencil grips for pupils with fine/ gross motor needs Sensory aids, wobble cushions, chew or fiddle toys Resources for pupils with EAL. Work stations available if appropriate	Specialist equipment provided when need identified. On-going	Increased access to the curriculum. Needs of all learners met Positive impact on children's confidence and enjoyment of school, and on pupil progress. Staff are pro-active in removing/ reducing barriers to learning for individuals.
Access arrangements to meet individual needs when taking tests etc will be applied for and support provided where required.	SENCo/ Headteacher will ensure appropriate materials provided to support access to national tests, e.g. large print text, coloured paper, adult support.		All pupils will have their individual needs met, and school will attempt to remove any barriers to children achieving their full potential.

Access to the Environment

Target	Action Required	Timeframe	Success Criteria
Ensure that all areas of the school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	Annual audit of school buildings and grounds. Site Manager and Health and Safety Governor to check accessibility and then produce and report on the findings. Renew yellow markings annually to aid visibility. Identify trip hazards and address these to make them safe.	Annual audit	School building and grounds accessible to all. Staff share responsibility for alerting office team/ site manager to any new hazards and these are made safe immediately.
Improve the quality of provision for children with specific special needs.	Sensory room maintained as a calm, quiet area where children can go when needed. Equipment renewed as needed. Liaison with relevant services for advice regarding provision e.g. Occupational Therapy.	Spaces around the school reviewed as needed	The school experience enhanced for children with specific special needs.

Access to Information

Target	Action Required	Timeframe	Success Criteria
Make available school handouts and newsletters in alternative formats	From a family's first experience of our school, build a welcoming and trusting relationship that encourages parents to inform us about needs and difficulties. Promote the availability of publications in different formats for those that require it, e.g. in another language. Where reading and writing are difficult, invite parents in to school for discussion/ demonstration to ensure full understanding and inclusion within school community. Provide large print text where vision is a barrier	On-going	School able to deliver information to all pupils and parents with disabilities School able to deliver information to parents for whom English is not their first language, and for parents who find reading and writing difficult.