

ACCESSIBILITY PLAN 2017 - 2020

Introduction

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

School Aims:

- Provide the highest quality education in all aspects, so that **all** of our children have every opportunity to fulfil their potential, by achieving the highest standards possible and making continuous progress.
- Recognise the importance of breadth, balance, relevance, equal access and entitlement as the basis of our curriculum planning and delivery.
- Ensure that the school has relevant policies which are regularly reviewed, known and adhered to by all concerned.
- Ensure that there is equal opportunity for all.
- Provide the highest quality of resources possible, including human resources.
- Develop and maintain strong links with the wider community.
- Provide a well maintained and safe environment.
- Enable all staff and Governors to develop their skills and expertise and knowledge.
- Manage the school efficiently and effectively in relation to all material, human and financial resources.

The school community aims to provide for all irrespective of any additional needs. However the school has a duty to plan for our present community and to think how we can make provision better for anyone with a disability who is a user of the school. The Accessibility Plan will show how we plan, monitor, take action and review our inclusive provision. Progress towards targets on the plan will be reported annually.

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

"A person has a disability 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 carry out normal day to day activities."

Key Objective

To reduce and where possible, eliminate barriers to accessing the curriculum and to full participation at Melbourne Infant School for pupils and prospective pupils, with a disability.

Principles

Compliance with the DDA is consistent with Melbourne Infant School's aims and equal opportunities policy, and the operation of Melbourne Infant School's SEN policy. Melbourne Infant School recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against disabled pupils in their admissions and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

In performing their duties, Governors and staff will have regard to the 2014 Revised Code of Practice.

Melbourne Infant School recognises and values parents' knowledge of their child's disability/medical need/ home language and its effect on his/her ability to carry out normal activities and respects the parents' and child's right to confidentiality.

Melbourne Infant School provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; embraces the 2014 National Curriculum Framework and principles which underpin the Pupil Premium Funding.

We will:

- Set suitable learning challenges
- Respond to pupils' diverse learning needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

Under the Equality Act 2010 the responsibilities of education providers and others, with regard to disability, are put together in one Act. Melbourne Infant School will be active in understanding our duties under the Act and take positive action to support disadvantages groups in the provision of services and resources to support disabled pupils.

a) Education & related activities

Melbourne Infant School will continue to seek and follow the advice of LA services, such as specialist teacher advisers and appropriate health professionals.

b) Physical environment

Melbourne Infant School will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishment of the site and premises. We review teaching areas and assessing acoustics, colour schemes and the accessibility of facilities and fittings.

c) Provision of information

Melbourne Infant School will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Linked Policies

This Plan will contribute to the review and revision of related school policies, e.g.

School improvement Plan

Building and site development plan

SEND Policy

Inclusion policy

Equal Opportunities and Race equality

Curriculum policies

Intimate Care Policy

IMPROVING ACCESS TO THE CURRICULUM

Target	Action	Lead responsibility	Resources and Costing	Performance Indicators/ Exit criteria	Monitor and review	Evaluation
Short term	Planning in year groups is differentiated for all children and a provision of resources available to aid the children if required. Training needs are identified as needed - induction for new staff/with regard to a specific need of a child.	Class teachers and Classroom Assistants supporting children in class.	Everyday resources available in school; i.e.- pencil grips, triangle pencils, visual timetables. Link with S.S.S.E.N./ S.E.N.D services for additional equipment as and when required.	Children will make good progress from their starting points. Children will have readily available access to equipment in class if required.	Headteacher/ SLT to carry out planning scrutiny to check for differentiation. Coordinators monitoring in class yearly. Sample and monitor planning termly.	All planning continues to be monitored carefully and advice/ resources required purchased.
	To continue to liaise with outside agencies to ensure the school has adequate provision of new resources/ materials and up to date information about resources available.	Headteacher and S.E.N.C.O.	To be aware of the needs of children prior to school entry and resource any major items if possible before entry.	Children with any disability on entry to school will have provisions made for them in terms of access to the curriculum. i.e.- larger print texts, sound systems, Braille etc.	Headteacher / S.E.N.C.O. Ongoing review, as and when required.	The school has very good working relationships with: S.S.S.E.N Visual Impairment team Hearing Impairment Team Physiotherapist Educational Psychologist School health Team
	To continue to offer a wide range of inclusive extra curricular clubs/ outings.	Headteacher P.E. and O.S.H.L. coordinator.	Costing implications with some club activities, dependent on providers. Resources available	The school will have a range of clubs which are accessible to all children.	O.S.H.L. co-ordinator/ P.E. coordinator termly review	The school continues to offer a wide, varied range of clubs which are well attended by all

			must meet the needs of children attending the club.			children
	To use and consistently apply a range of teaching strategies, (Visual, Auditory and Kinaesthetic) to aid different learning styles.	Class teachers and Teaching Assistants	No cost implication, unless new equipment/ training is required.	All children will have their needs met and be able to access the curriculum in the way that they learn best.	Teachers will have a daily responsibility to offer this in their class. Headteacher/ SLT will carry out planning scrutiny to check learning strategies are in place. Monitoring termly across the subjects will be carried out by co-ordinators.	The V.A.K. approaches to learning are very well embedded in all teaching across the school and form part of the school's ongoing ethos.
	To have laptops/ P.C.s/ Ipads available in each class for children to aid learning if required.	Class teacher Computing coordinator	Each class has at least 3 independent computers to aid learning. All classes have a class IPAD and access to 13 others.	Children will use these for completing work if required.	This will be identified on an I.E.P./ Planning if required. This will be monitored by the class teacher and Teaching Assistants supporting the child/ children.	IPADs purchased yearly to increase quantity and update classroom computers to notebooks which are more versatile.
Medium Term	Specific Risk Assessments will be carried out on a regular basis for any special events and or visits to ensure access to all for outside learning activities.	Educational Visits Coordinator Lead teacher organising the event.	Risk Assessments/ Pre- visits	All risk assessments for any events will be complete and available. All children, regardless of disability will be able to access the event.	All Risk Assessments completed, signed by all parents/ staff attending and filed in the Red Health and Safety Box in the main school office.	All risk assessments are carried out routinely and are held in the Health and Safety box. The Headteacher checks and regularly updates these as required.
	To continue to work with the S.E.N.D team to ensure children with disabilities have access to	Headteacher	Time for Headteacher to meet with the team half	Updated information available in school for all staff,	Ongoing, as required.	Meetings and visits to the school by the range of health and

	the curriculum and all physical activities.		termly. Costing for resources as and when required.	enhancing learning for all.		S.E.N.D professionals as detailed above take place routinely as required in school.
	To ensure staff are trained appropriately with regards to signs and symbols being used within school (Makaton).	Headteacher SENCO	Makaton training for all staff from SSEN approx. £250	All staff (teachers, TAs, middays) are able to communicate using basic Makaton signs. Visual symbols are used around school.	Feedback from staff regarding symbols/ signs used. Provide more training if more complex signs are required.	Signs and symbols are embedded well into the curriculum and around school.
Long Term	To examine the curriculum map for the school and identify accessibility to the curriculum and adjustments that are needed.	Headteacher SENCO SLT	Senior Management meetings.	There will be adequate provision identified on the curriculum map for any children requiring adjustments to their education.	When a child is due to start school who will require significant adjustment to access the curriculum.	Regular SLT and SENCO meetings scheduled.
	Resources for children with specific disabilities to enable them to access the curriculum inclusively.	Headteacher/ S.E.N.C.O. All class teachers	Equipment required for a specific disability, advised by outside agencies.	Child / children will have equal access to the curriculum.	Headteacher/ S.E.N.C.O.	Equipment can be purchased as required, the school also makes use of Outside Agencies, such as the S.S.S.E.N. team.

IMPROVING THE PHYSICAL ENVIRONMENT

Annual audit / building walkthrough by School Business Manager, Headteacher, SENDCO and Local Inclusion Officer

Target	Action	Lead responsibility	Resources and Costing	Performance Indicators/ Exit criteria	Monitor and review	Evaluation
Short term	Clear access in and around the classrooms so that a wheelchair can move easily around the furniture - as appropriate.	Class teachers/ Teaching Assistants.		Clear access around classrooms will be identified during the termly health and safety checks in school.	Headteacher, Caretaker, Premises designated governor, landlord.	Regular checks by the caretaker are carried out to ensure Health and Safety. Staff are reminded to ensure classroom areas and cloakrooms/ corridors are kept tidy.
	Clear corridors from obstructions and hazards for wheel chair users and children/ adults with impaired vision - as appropriate.	Class teachers/ Teaching Assistants.		Clear access around corridors will be identified during the termly health and safety checks in school.	Headteacher, Caretaker, Premises designated governor.	Ongoing checks are carried out daily.
	Maintain efficiency and testing of alarm systems that is both visual and auditory.	Headteacher Caretaker, Premises designated governor.	Annual testing (Option 1)	All systems in place will continue to be tested regularly with the children and as an alarm test by the caretaker.	These tests with the children are carried out termly. These are recorded in the relevant file stored in the red Health and Safety box in the main office. The caretaker completes these reviews as an ongoing task.	Caretaker carries out tests termly and records outcomes on the county sheets in the fire/ emergency evacuation file.

	Disabled parking space to be monitored to ensure appropriate usage.	Headteacher Office Staff Caretaker		Improved access evident to the school building for all stakeholders.	Headteacher, Caretaker, Premises designated governor.	Ongoing checks
	To ensure all the school community are aware of the access needs of all pupils with a disability.	Headteacher SLT SENCO	Staff meeting time	All staff making effective provision for pupils with a disability.	All staff	Training provided for staff and risk assessments completed.
Long Term	Ensure step access to all classrooms from the exterior is clearly marked.	Headteacher, Resources Committee Governors	Option One funding, annually	Improved access evident for all children during the school day.	Headteacher, Caretaker, Premises designated governor.	Lines are evident on all raised steps/surfaces.
	To provide access for wheelchair users	Headteacher Resources committee Governors LA representative physical impairment	Funding to be acquired.	Improved access evident for all children during the school day.	Headteacher, Caretaker, Premises designated governor.	Ramps, where appropriate installed for wheel chair users.
	Ensure that disabled pupils can be safely evacuated.	Headteacher SLT SENCO Class teacher	Funding to be acquired.	Shared approach on the evacuation of disable pupils from the building.	Headteacher, class teacher, SENCO	Risk assessments to show safe evacuation.
	Stairs in Y2 corridor to high viz strips on the steps and colour contrasted handrails to both side of the stair case.	Headteacher Resources committee Governors	Option One funding/ Devolved Formula Capital	Improved visibility of stairs and hand rails during the school day.	Headteacher Resources committee Governors	Risk assessment shows there are no immediate concerns at the moment.
	To create a wider pathway for wheelchair users from the driveway to the school.	Headteacher, Resources Committee Governors	Devolved Capital Funding. This will need to be carried out with liaison with the Junior School/ Adult Education service.	Easier access to the school site and building for wheelchair users.	Headteacher, Resources Committee Governors	Wheel chair users can currently use the driveway.

IMPROVING THE DELIVERY OF WRITTEN INFORMATION

Target	Action	Lead responsibility	Resources and Costing	Performance Indicators/ Exit criteria	Monitor and review	Evaluation
Short term	To continue to ensure written materials/ information can be provided in a range of formats if required; large print, Braille etc.	Office staff Class teachers	Support of Outside Agencies and LA as and when required.	Access to all written information for all pupils and parents/ carers.	S.E.N.C.O.	All outside correspondence is available in font size 14 if requested.
Medium Term	To develop awareness of the range of Outside Agencies that can provide alternative forms of written information.	S.E.N.C.O.	Time to meet with Outside Agencies	Contact lists of those who can provide the information required. Disseminate to all staff.	Headteacher	This is available to the school as required.
Long Term	To build a bank of written materials as resources for children to access the curriculum in other ways.	S.E.N.C.O.	Time to meet with Outside Agencies	Resources in place within school to be used as appropriate.	Headteacher as and when necessary.	Resources can be borrowed from the relevant outside agencies as appropriate.