

# Wootey Infant School Accessibility plan

*Created by: Full Governing Body*

*Responsibility: FGB*

*Reviewed by: FGB*

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*Cycle: 3 Yearly*

*Ratified by: FGB*

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

We believe it is our responsibility to teach all children how to achieve their full potential - academically, personally and socially. Each child is unique and valued as such. Our highly skilled staff support each child to enquire, investigate and discover through stimulating topics and to delight in sharing their new learning with others. This is underpinned by the core values of Happiness, Respect and Creativity. Children with Special Educational Needs and Disability are supported with individual educational plans. Children are encouraged to celebrate their skills and are challenged to meet exciting targets. The School makes use of Hampshire County Council Specialist Teacher Advisors, who work with the school staff to include children with SEND and provide individual, tailored advice and support.

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.

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 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<br>Established practice and<br>practice under development  | Objectives  | Actions to be taken  | Person<br>responsible                                     | Date to<br>complete<br>actions by | Success criteria   |
|--|--|---|--|---|-----------------------------------|--|
| Increase access to the curriculum for pupils with a disability | <p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> | <p>Continue to track progress of pupils with additional needs.</p> <p>Keep SEN policy up to date</p> <p>Increase examples of curriculum resources which include people with disability – including displays around the building</p> | <p>Review recommendations /advice on a regular basis and implement changes to legislation and good practice where applicable.</p> <p>SENCo to report back on SENCo network meetings and implement improvements where applicable.</p> | <p>Headteacher<br/>SENCo HWW<br/>Governors to monitor</p> | <p>End of Summer Term 2023</p>    | <p>Physical evidence of resources which include examples of people with a disability e.g. children or adults in a wheelchair</p> |

| Aim  | Current good practice<br>Established practice and practice under development  | Objectives   | Actions to be taken  | Person responsible      | Date to complete actions by | Success criteria                                       |
|--|---|--|--|-------------------------|-----------------------------|--|
| <p>Improve the delivery of information to pupils with a disability</p> | <p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources, where applicable</li> <li>• Pictorial or symbolic representations</li> <li>• Sloped writing surfaces</li> <li>• Footstools at desks and in toilets</li> <li>• Shaped cutlery</li> <li>• Shaped pencils</li> <li>• Wobble cushions</li> <li>• Weighted blankets</li> <li>• Whole staff trained in basic Makaton</li> </ul> | <p>Continue to monitor/maintain the current good practice and adapt to the specific needs of children</p> <p>Increase number of staff trained in advanced Makaton</p> <p>Increase use of Makaton throughout the school</p> | <p>Inclusion Leader (HWW) to monitor and adapt as children arrive in school</p> <p>Inclusion Leader to co-ordinate training and support use of Makaton</p> | <p>Inclusion Leader</p> | <p>Summer 2023</p>          | <p>Children's needs being met</p> <p>Staff trained</p> |

#### **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 The Governing Body.

#### **5. Links with other policies**

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

- Risk assessment policies
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

## Appendix 1: Accessibility audit

| Feature           | Description   | Actions to be taken   | Person responsible   | Date to complete actions by |
|-------------------|---|---|----------------------|-----------------------------|
| Number of storeys | One – some steps<br>All Year groups have level access from outside  | None  |                      |                             |
| Corridor access   | Wide and uncluttered  | Keep clear and monitor  | All                  | On-going                    |
| Parking bays      | 2 parking bays  | none  |                      |                             |
| Entrances         | Numerous  | none  |                      |                             |
| Toilets           | 2 – accessible by all   | none  |                      |                             |
| Reception area    | Access and exit via buzzer system<br>Member of staff normally available in the office to support wheelchair users | Consider height of buzzer for parents/visitors who are wheel chair users – audit of problems if any | Admin officer and HT | On-going                    |
| Internal signage  | Clear   | none  |                      |                             |

|                         |                            |      |  |  |
|-------------------------|----------------------------|------|--|--|
| Emergency escape routes | Numerous – all well signed | none |  |  |
|-------------------------|----------------------------|------|--|--|