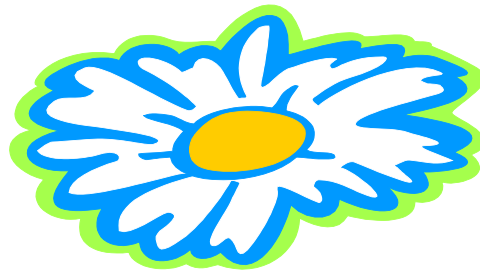


Accessibility Policy and Plan

Meadowcroft Community Infant School



September 2022-2024

Policy reviewed: Autumn 2022

Date of next review: Summer 2024

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.

Equality Act 2010

Part 5A of the Disability Discrimination Act 1995(DDA) requires the governing body to:

- promote equality of opportunity for those with disabilities: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

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

Meadowcroft Infant School is committed to ensuring equal treatment of all its pupils, staff and any others involved in the school community, with any form of disability. We will ensure that disabled people are not treated less favourably in any procedures or practices, and will not tolerate harassment of disabled people.

We will promote positive attitudes towards disabled people and actively encourage participation by disabled children in school life.

Key Objective

The key objective of our 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** and the accompanying action plan forms part of the Disability **Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people. These are listed below:

- 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.

All members of the school community, including pupils, are invited to inform the school of any disability they have.

This plan sets out the proposals of the Governing Body 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. Our school is on one level. There is disabled access throughout most of the building with a further classroom in an outbuilding; a ramp enables access to the outer building and a moveable ramp in the main building. We also have two larger toilet cubicles in the Reception and Year 1 classes.

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, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Equality Act 2010). 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 hand outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Principles

The school offers a broad and balanced curriculum to all pupils irrespective of attainment or impairment. For children who have disabilities if needed we implement a PEEPs (Personal, Emergency and Evacuation Plan) to ensure their needs are met in emergency situations too so all staff are aware of how to support a child.

The Inclusion Co-ordinator/SENCO is pro-active in visiting settings before children come to Meadowcroft School to facilitate the pre-planning of provision and alert relevant Surrey Services that further support may be required.

Strategies for Implementing the Accessibility Plan

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period. Attached is an action plan (Appendix 1) 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 the requirements of individual needs.

- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

Meadowcroft School is committed to equal opportunities and inclusion. This plan should be viewed alongside the following school policy documents:

- Special Educational Needs and Disability policy
- School development plan
- Special Educational Information report

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.

Appendix 1:

Meadowcroft Infants School Accessibility Plan

Access to the Curriculum

Target	Action Required	Timeframe	Success Criteria
Continued training for teachers and support staff on different aspects of SEND including differentiation when required.	Review the needs of all pupils with specific needs and provide relevant training.	On-going	All staff trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an on-going process and that needs and expertise will change with time.
Ensure appropriate training for staff who teach/support pupils with a hearing or visual impairment. Liaise with Hearing (HI) and Vision (VI)	Impaired Services. Attend awareness training	In place and on-going	HI and VI pupils successfully included in all aspects of school life.
Training for all staff in the identification of and teaching children with ASD and other specific learning difficulties.	On-going training on ASD	In place and on-going	Increased access to the curriculum. Needs of all learners met
All extra-curricular activities are planned to ensure they are accessible to all children. Classrooms are optimally organised and appropriate equipment is provided to promote the participation and independence of all pupils.	Review all out of school provision to ensure compliance with legislation Specialist seating. Sloping boards and footrests for pupils with physical problems. Bigger font for pupils with visual difficulty. Pencil grips for pupils with grip difficulty. Sensory aids, Sit and move cushions. Handies putty programme to support children with fine manipulative issues.	Review annually On-going Specialist equipment provided when need identified. On-going	All pupils are able to participate in all out of school activities Increased access to the curriculum. Needs of all learners met

Access arrangements to meet individual needs when taking tests etc will be applied for and support provided where required.	SENCo/Headteacher will ensure appropriate testing and reports are provided in order to apply for access arrangement.	February to March annually	All pupils will have their individual needs met, and school will attempt to remove any barriers to reaching their full potential.
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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.	Annual audit	School building and ground accessible to all.
Access to the school and reception to be fully compliant	Grab Bars fitted in one children's toilet per key stage.	Annual.	Physical accessibility to the school increased.
Improve the quality of provision for children with specific special needs.	Liaison with relevant services for advice regarding provision e.g. Occupational Therapy, Freemantles.		The school experienced enhanced for children with specific special needs. Specialist Chair provided for a child who needs it during hall time.

Access to Information

Target	Action Required	Timeframe	Success Criteria
Availability of written information in alternative formats	The school will make itself aware of the services available through the LEA for converting written information into alternative formats.	On-going	School able to deliver information to all pupils and parents with disabilities.