|  |  |
| --- | --- |
| Policy title: | **Accessibility Plan****Green Lane Infant School** |
| Purpose: | To promote educational inclusion. |
| Date ratified: | 3rd October 2022 |
| Review date: | *This policy will be reviewed annually. Any suggested amendments will be presented to the Governing Board for approval.* |
| Coordinator/s: | SENCo: Mrs Nicola Shaw |
| Signed: | Paul Archdeacon  |

****

|  |  |
| --- | --- |
| Version control | 1.1 |
| Authors: | Nicola Shaw |
| Date: | 22nd September 2022 |
| Revision: | September 2023 |

**Green Lane Infant School Accessibility Plan 2022- 2023**

**Introduction**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. According to the Equality Act 2010 a person has a disability if:

a) He or she has a physical or mental impairment, and

b) The impairment has a substantial and long term adverse effect on his or her ability to carry out normal everyday activities.

The Accessibility Plan is listed as a statutory document of the Department of Education’s guidance on statutory policies for schools. We are working within a national framework for educational inclusion provided by:

* Equality Act 2010
* Children’s Act 1989
* Health and Social Care Act 2012
* Special Educational Needs (SEN) code of Practice (June 2014)

**The purpose and direction of the school’s plan**

We believe that all children, including those with special educational needs have a common entitlement to a broad and balanced curriculum and should be able to access all aspects of school life. It is part of our school ethos to treat one another with respect and to ensure that all members of our school community feel safe, secure and have the opportunity to be the best that they can be.

This plan sets out proposals of the Governing body of the school to increase access to education for pupils with disabilities in three key areas.

* **Improving the delivery of written information to disabled pupils**. This will include planning to make written information that is normally provided by the school to its children and families accessible to pupils with disabilities. Examples are visual timetables, information about school events and homework, reading books.
* **Increasing access for pupils with disabilities to the school curriculum.** This includes access to teaching and learning and to the wider curriculum of the school such as school visits, leisure activities and after school clubs.
* **Increasing access to the physical environment of the school.**  This covers improvements to the physical environment of the school and physical aids to access education

Our school aims to be an inclusive school and we will anticipate, plan for and carry out reasonable adjustments to ensure that barriers to learning and participation are identified and removed wherever practical. We acknowledge that there may be times when this is impossible or inappropriate, despite our wishes or best efforts.

**Information from pupil data and staff audit**

Our children come from a diverse range of backgrounds, abilities and needs. These include: asthma, eczema, social, emotional and mental health difficulties and ASD.

We collect information from parents, carers and Early Years settings so that we are prepared for children when they arrive in school.

We liaise with parents and professionals involved with the children to ensure that we provide the right care for their needs.

**Information about the physical environment**

The school is a large, single story building with wide corridors and several access points from outside.

There is on-site car parking for staff and visitors and the majority of entrances to the school are either flat or have a sloped entrance. The main entrance features a secure lobby and has wide, automatic doors. Internal corridors are accessible to wheelchair users with support, as not all doors are automatic. There are disabled toilet facilities available, one in the entrance hall, one in the Nursery and one in Key Stage 1. All these are fitted with a handrail and a pull emergency cord. Some areas of the school have been adapted for users with a visual impairment (e.g. contrasting colours on hand rails, highlighted edges). The external site is extensive and there is good access to all play areas although not all equipment is accessible to those with physical disabilities. A school and grounds accessibility audit was carried out by VISTA (Spring 2014) and actions taken in response to this audit.

The school has internal emergency signage and escape routes are clearly marked. When necessary, individuals have Personal Evacuation Plans; these have been shared with staff and are available to see in classroom files.

**Views of those consulted during the development of the plan**

We consult children (through School Council), parents, staff and governors. We also seek and take advice from outside agencies on support needed for children with disabilities to ensure that they are fully included in the life of the school.

**Monitoring and Evaluation**

* The success of our development plan will be measured against
* outcomes of the pupils on the SEND register.
* attendance records- including after school clubs
* feedback from pupils, parents and staff
* the inclusion of SEND issues in staff development planning.
* evidence (in plans and lesson observation records) of high quality, inclusive teaching strategies across a broad and balanced curriculum
* teacher and support staff awareness of procedures and their responsibilities.

When reporting to parents in their Annual Report, governors will include a section on access planning within the SEND report.

**Review of the Accessibility Plan**

The plan will be reviewed annually and monitored by the appropriate members of staff and the governing body. The plan will be fully reviewed and revised every three years.

The Accessibility Plan is structured to complement and support the school’s Single Equality and Disability Equality policies and will be published on the school’s website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 and will advise upon the compliance with that duty. The Accessibility Plan might also be monitored by OFSTED as part of their inspections.

Policy written: August 2022

Endorsed by: Senior Leadership Team

Policy to be implemented: August 2022

Policy to be reviewed: August 2023

|  |
| --- |
| **Aim:** to improve access to the physical environment of Green Lane  |
| **Current position:** The environment is secure and welcoming. There are no parts to the school building to which pupils have limited or no access at the moment. In each Year Group there is at least one classroom with direct access via a sloped pathway. Contrasting colours have been used on new handrails outside the Reception classroom, coloured kerbs and edging have been put in place to remove ‘invisible barriers’. There are areas set aside for small groups or individual work. Accessible toilet facilities are available throughout the school. There is clear visual signage and a sound system within the school. Steps have been made to reduce background noise- carpeting, quiet areas. Furniture has been selected and located according to age appropriateness. PEEPs are in place for specific pupils. Grounds are maintained, including ensuring that pathways are clear of debris.  |
|  | Issue | Action | People/ Resources | Timescale | Success Criteria | Monitoring Method (who/ how) |
| 1 | Ensure that outdoor equipment/ resources are safe and accessible for pupils and that where all reasonable adjustments have been made, alternatives are in place.  | Allow extra time for 1:1 support to familiarise new pupils with and safe ‘routes’ around play area | SENDCo | Autumn 2022 | Children are able to access equipment with increased confidence and independence | Staff in playgroundFeedback from pupil |
| 2 | Ensure that appropriate emergency procedures are in place for all pupils  | Regular evacuation/ invacuation drillsEnsure PEEPs are up to date and that staff are aware of them | HT/ SENDCo | September 2022 and then as necessary | PEEPs are up to date and available to staffStaff are aware of roles and proceduresChildren are supported/ confident during evacuation/ invacuation  | PEEP recordsEvacuation/ invacuation records |
| 3 | Continue to improve the physical environment of the school, enabling children to access areas or alternatives. | Consult with external agencies, parents, children and staff to inform future improvements and refurbishments of the site and premises Regularly review needs of specific children identified on the SEND register re. access, classroom organisation etc.Robin room to be used by children for a safe place and to access learning.  | SENDCoSENDSS/ SENDCoTA team  | Autumn 2020 JPMSpring 2021 JPM | Increased accessibility across school site and premises  | Feedback from children, staff and parents.  |

|  |
| --- |
| **Aim:** to improve access for disabled pupils to the school curriculum |
| **Current position:** the school actively promotes mutual respect and consideration as part of the ethos of our school. All pupils are valued and we work to promote pupils’ self- esteem and emotional- wellbeing. There are regular opportunities for CPD regarding teaching and supporting pupils with difficulties and disabilities- including SENDCo briefings, whole school ASD, supporting children with emotional and behavioural difficulties and regular contact with SENDSS link teachers. First Aid training, including epipen and asthma training is reviewed and updated as required. After school clubs and extra-curricular activities (trips, visit from outside groups) are accessible to all pupils through the provision of additional support where necessary and pre-visits by staff to familiarise themselves with facilities and potential barriers.  |
|  | Issue | Action | People/ Resources | Timescale | Success Criteria | Monitoring Method (who/ how) |
| *1* | *Children with difficulties or disabilities are accessing after school clubs where appropriate*  | *Ensure that parents/ carers are fully aware of opportunities**Provide extra adult support if necessary**Ensure that visiting staff/ after school club staff are aware of pupils needs and appropriate strategies/ resources to use* | *Leaders of after school clubs/ SENDCo**Cost of additional adult support/ resources* | September 2022 | *After school clubs are accessible to children with difficulties or disabilities, registers may reflect increase of uptake from children on SEND register.* | *Club registers- SENDCo* |
| 2 | School policies make reference to provision for pupils with difficulties and disabilities (particularly PE)  | Review content, strategies, resources that could be employed when planning for pupils with difficulties or disabilities. | Subject leaders | September 2022 | Policies include provision for pupils with difficulties or disabilities. | Policy reviews |
| 3 | Ensure that all school trips are accessible for pupils with learning or physical disabilities | Set up yearly calendar for tripsStaffing planned for additional support where neededAdvance visits and contact with site to explore opportunities for children with difficulties or disabilities  | School Visit Coordinator  | September 2022 | School visits are accessible for all pupils. Appropriate modifications have been made and risks assessments are appropriate to individuals | Trip leadersFeedback from pupils/ staffSENDCo |
| 4 | To continue to ensure full access to the curriculum for all pupils | Use JPM and transition meetings to identify key areas for training needs and support staff | SENDCo | Autumn/Spring 2020 JPM | Advice taken and strategies/ provision clearly identified on planning and learning walks.  | SENDCo |
| 5  | Make assessment arrangements for KS1 assessment/ phonics screen | Identify assessment arrangements for KS1 assessment/ phonics screen | SENDCoKey Stage One lead | Autumn 2022Spring 2022/23 | Procedures/ equipment/ staffing in place  | KS1 leadSENDCo |
| 6 | To increase staff confidence in assessing attainment and next steps for children with SEND | SENDCo/ Class teacher meetings/ Pupil Progress MeetingsSENDCo to attend moderation meetings for Pre Key Stage Levels Introduction of the BERAUse of Ipsative assessment  | SENDCoAssessment Lead | Termly | Teachers are confident in assessing and target setting for pupils with SENDChildren with SEND are making progress in line with peers | Tracking dataIntervention recordsProgress toward personal targets |

|  |
| --- |
| **Aim:** to improve delivery of written information to disabled pupils |
| **Current position:** Information sent home is usually in written format either in letters or displayed in classroom windows. A clear font is used with at least 1.5 spacing in letters. Staff are available to translate information into the majority of home languages. Key policies are available on the school website. The school is currently trialling emailing system which will allow for instant messaging and news updates. Visual timetables are used in all classes and some children use personalised system (objects of reference, now and next boards).  |
|  | Issue | Action | People/ Resources | Timescale | Success Criteria | Monitoring Method (who/ how) |
| 1 | Provide parents and carers with instant, short reminders (attendance) or news updates via. mobile technology (website, WEDUC) | Ensure documents and links on website are up to dateUse WEDUC as part of notification | SLTEmail notification programme provider | September 2022March 2023 | Parents are up to date with school news/ events.Different forms of communication in use.  | Number of downloads madeIncreased knowledge of school newsIncreased attendance |
| 2 | Ensure that all staff, particularly new members of staff and ECTs are confident in using alternative communication systems (e.g. use of visual cues, objects, actions or pictures) | Training, workshops and support for new members of staff in the use of alternative communication systems (e.g. use of visual cues, objects, actions or pictures) | SENDCoSENDSS | Autumn 2022 | School wide alternative communication systems in place and being used. Personalised systems in place where appropriate | SENDCo |