

# Stocksbridge Nursery Infant School



## Accessibility Plan

**Policy adopted: April 2021**

**Policy review date: April 2024**

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

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Board of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

### ***The School's Context***

Stocksbridge Nursery Infant school is a mainstream school for children between the ages of three and seven. The school comprises of one school building built over two floors. Whilst there is disability access into all classrooms there is not disability access around the whole of the school building or site. The school does not have a lift to access the top corridor.

## ***The School's Vision***

Our vision is one of confident and responsible pupils, who are independent, happy and motivated to enjoy learning.

They will have high expectations for themselves and have access to a stimulating, broad and balanced curriculum which enables them to meet their maximum potential.

Our children will act as caring, tolerant young citizens who are respectful of themselves and others.

They will have a wide range of skills to enable them to be good communicators in a variety of ways.

### ***We are working within a national framework for educational inclusion provided by:***

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED

### ***Our Aims are to provide:***

1. Full access to the curriculum
2. Full access to the physical environment
3. Full access to information

### ***Current good practice:***

We ask about any disability or health condition in early communications with new parents and carers as part of our school admission procedure. We meet with parents of children with additional SEND alongside previous education providers to ensure continuity of provision. We want to offer the child and parents the best start to their educational journey with us in school.

Most entrances to the school are either flat or ramped and/or have wide doors. There is a step to Classes 8/9. The main entrance has been rebuilt and has a wide, door into the entrance. The Office area is fully accessible for wheelchair users. There are disabled toilet facilities available fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked.

Classes 8 and 9 could be made wheelchair accessible but it would be more likely that other spaces would be used offering easier access to the whole building.

We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils we seek expert advice for identified individual needs.

We consult with experts when new situations regarding pupils with disabilities are experienced.

## Stocksbridge Nursery Infant School Accessibility Plan 2021-2024

1. Improving Participation in the Curriculum					
Priority	Lead	Strategy / Action	Resources	Timescale	Success Criteria
Effective communication and engagement with parents	HT Senco	Weekly communication via newsletters and emails Annual consultations Support Plan/ Annual Review meetings with Senco Stay and Play/Join in with Learning sessions	Time allocated	In place and ongoing	Parents/carers fully informed about progress & engage with their child's learning
Training for staff on increasing access to the curriculum for all pupils	HT Senco/ School nurse	Epipen training Training as determined by needs of pupils e.g. epilepsy, hemophilia, peg medicated children etc. Intimate care policy Training from SALT, Social Communication Team, SEND specialist consultants Advisory Team, Sensory Support team Access to courses, CPD Outreach support from local special school/specialist teachers Online resources for CPD shared with staff Ongoing guidance from specialists e.g. Sensory Support Team for children with visual or hearing impairment, physiotherapists, OT, moving and handling advisors, continence nurse etc.	Training time TA time allocated	In place and ongoing: Epipen Training Epilepsy training Regular visits from outside professionals	Increased access to the curriculum Needs of all learners met Maintain records of staff trained
Effective use of resources & specialised equipment to increase access to the curriculum for all pupils	Senco/ HT	Strategic deployment of support staff Use of ICT, eg: Clicker & voice activated text overlays, pencil grips, adapted pens, chew/fiddle toys, Ensure specialist equipment is checked daily and seek advice if needed (eg: from Sensory Support)	Specific apps to support learning on iPad Other resources as required for individual pupils	In place and ongoing	Positive impact on pupil progress Barriers to learning are removed by use of apps such as Clicker
Adaptations to the curriculum to meet the needs of individual learners	Senco	Pastoral support, timetable adaptations Individual physiotherapy/OT programmes Speech and language therapy programmes	Independent speech therapist termly Occupational Therapy/Sensory team/physio as required.	In place and ongoing	Needs of all learners met enabling positive outcomes

All out of school activities and after school clubs are planned to ensure reasonable adjustments are made to enable the participation of the whole range of pupils	HT /Senco o/Staff leading clubs	Risk assessments will be undertaken where appropriate Providers will comply with all legal requirements	Any specialist equipment needed to allow a child to access a club	Ongoing	Increased access to the extra-curricular activities for all pupils with SEND.
<b>2. Improving Physical Environment</b>					
<b>Priority</b>	<b>Lead</b>	<b>Strategy / Action</b>	<b>Resources</b>	<b>Time</b>	<b>Success Criteria</b>
Provision of wheelchair accessible toilets	DG	Maintain wheelchair accessible toilets with clinical waste bins	Maintenance costs	In place and ongoing	School will be fully accessible for wheelchair users
Access into and around school and reception to be fully compliant	HT	Wide doors and corridors Clear route through school  Designated disabled parking Lift to access top corridor and playground.	Maintenance costs  TBC TBC	In place and ongoing  When required	School will be fully accessible for wheelchair users
Improvements to help the visually impaired	DG	Maintenance of steps, poles, doors or identified hazards highlighted with yellow paint Trip hazards identified and addressed, with support from the Sensory Team where applicable	Cost of materials and labour	In place and ongoing maintenance	Hazards highlighted to increase safety for visually impaired people. All areas monitored and maintained.

Improvements to help the hearing impaired	SENCO/ HT/DG	Install hearing loop/sound field when necessary Alarm linked to fire alarms	Cost of equipment/ installation	When required	Learning experiences of pupils with hearing Difficulties enhanced.
Improve signage to indicate access routes around school	HT /DG	Signs indicate disabled parking bay and wheelchair friendly routes around school	Cost of signs	When required	Disabled people aware of wheelchair access
Maintain safe access around exterior of school	DG	Ensure that pathways are kept clear of vegetation	Cost included in ground`s maintenance contract	In place and ongoing	People with disabilities can move unhindered along exterior pathways
Improve access to field	HT/DG	Install ramp to field	Cost of ramp	When required.	Field will be accessible to wheelchair users.
Maintain safe access around the interior of the school	HT/DG	Awareness of flooring, furniture and layout in planning for disabled pupils	Cost of any adjustments that need to be made	In place and ongoing.	People with disabilities can move safely around the school
<b>3 Improve the Delivery of Written Information</b>					
<b>Priority</b>	<b>Lead</b>	<b>Strategy / Action</b>	<b>Resources</b>	<b>Time</b>	<b>Success Criteria</b>
Availability of written material in alternative formats	HT Senco	Weekly newsletter emailed to parent/carers Improve availability of information for parents – display appropriate leaflets for parents to collect Key content published on school website Provided translated documents where appropriate	Contact details and cost of translation / adaptation	In place & ongoing	All parent/carers will be up to date and well informed of school information
Ensure documents are accessible for pupils with visual impairment	Class teachers/ Senco	Seek and act on advice from sensory support advisor on individual pupil requirements Use of magnifier where appropriate Ensure large, clear font used in documentation	Loan/purchase costs of magnifier or other specialist equipment.	In place & ongoing	Pupils able to access all school documentation