



St Chad's CofE Nursery and Infant School

Accessibility Plan

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Link Governor: C Lightfoot

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Statement of intent

St Chad's C of E Nursery and Infant School is committed to taking all steps to avoid placing anyone at a substantial disadvantage and works closely with pupils with disabilities, their families, and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive, positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parent questionnaires and discussions. The school welcomes applications from prospective pupils with and without additional needs, including those with Special Educational Needs and Disabilities (SEND).

1. At St Chad's, we are committed to providing an accessible environment which values and includes all pupils, staff, parents, and visitors regardless of their education, physical, sensory, social, spiritual, emotional, and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance, and inclusion.

2. St. Chads CofE Nursery and Infant School plans over time, to ensure the accessibility of provision for all pupils, staff, and visitors to the school.

3. An Accessibility Plan will be drawn up to cover a three-year period. The plan will be updated and reviewed annually.

4. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities, as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to 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 DDA). 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 accessing the curriculum.
- Improve and make reasonable adjustments to 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.

5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each three-year plan period in order to inform the development of the new plan for the following period.

6. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

7. The School Brochure will make reference to this Accessibility Plan.

8. The School's complaints procedure covers the Accessibility Plan.

9. The Plan will be monitored by Governors.

10. The Plan will be monitored by Ofsted as part of their inspection cycle.

11. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

This policy must be adhered to by all staff members, pupils, parents, and visitors.

1. Legal framework

The Accessibility Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review, and reporting on progress of the Accessibility Plan over a prescribed period

This plan has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- The Special Educational Needs and Disability Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- The Education Act 1996
- The Children and Families Act 2014
- The Equality Act 2010 (Specific Duties and Public Authorities) Regulations 2017
- DfE (2014) 'The Equality Act 2010 and schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This plan operates in conjunction with the following school policies:

- Equality Information and Objectives Policy
- Early Years Policy
- Local Offer
- SEND Information Report
- Special Educational Needs and Disabilities (SEND) Policy
- Safeguarding and Child Protection Policy
- Equality, Equity, Diversity and Inclusion Policy
- Admissions Policy
- Behaviour Policy
- Supporting Pupils with Medical Conditions Policy
- Administering Medication Policy
- Anti-Bullying Policy
- Curriculum Policy
- Health and Safety Policy
- School Development Plan
- Data Protection Policy

2. Definitions

A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial, and long-term effect on their ability to carry out normal day-to-day activities.

In line with the Equality Act 2010, the school does not unlawfully discriminate against pupils because of their age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, pregnancy or maternity, marriage, or civil partnership.

Because the definition is broad, the number of people covered by the Equality Act is quite large and translates as 7% or more of the total child population in the UK. Many of the children who have Statements of Learning Support Need fall within the terms of the Equality Act, and the definition also includes other children who do not have statements.

The school recognises its duties under the Acts to:

- Not treat disabled pupils less favorably for a reason related to their disability, including increasing the extent to which disabled pupils can participate in the curriculum.
- Make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including improving the delivery to disabled pupils of information.
- Implement an accessibility strategy through the improvement of the physical environment of the school to increase the extent to which disabled pupils can take advantage of education.

3. Roles and responsibilities

The governing board will be responsible for:

- Monitoring the Accessibility Plan.
- Approving the Accessibility Plan before it is implemented.

The headteacher will be responsible for:

- Creating an Accessibility Plan, in conjunction with the School Business Manager, with the intention of improving the school's accessibility, in conjunction with the governing board
- Ensuring that staff members are aware of pupils' disabilities and medical conditions where necessary.
- Establishing whether a new pupil has any disabilities or medical conditions which the school should be aware of.
- Consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities arise.
- Working closely with the governing board, LA and external agencies to effectively create and implement the school's Accessibility Plan.

The SENDCO will be responsible for:

- Working closely with the headteacher and governing board to ensure that pupils with SEND are appropriately supported.

Staff members will be responsible for:

- Acting in accordance with this policy and the Accessibility Plan at all times.

- Ensuring that their actions do not discriminate against any pupil, parent or colleague.

All staff members and governors will partake in whole-school training on equality issues related to the Equality Act 2010. Designated staff members will be trained to effectively support pupils with medical conditions, for example, understanding how to administer insulin, in line with the Administering Medication Policy.

4. Accessibility Plan

The school's Accessibility Plan demonstrates how access will be improved for pupils with disabilities, staff, parents, and visitors to the school within a given timeframe. It will be presented as either a freestanding document or as part of another document, such as the School Development Plan. The Accessibility Plan will be structured to complement and support the school's Equality Information and Objectives Policy, as well as the Special Educational Needs and Disabilities (SEND) Policy.

The plan has the following key aims:

- To increase the extent to which pupils with disabilities can participate in the curriculum
- To improve and maintain the school's physical environment to enable pupils with disabilities to take advantage of the facilities and education on offer
- To improve the availability and delivery of written information to pupils, staff, parents and visitors with disabilities.

The intention is to provide a projected plan for a three-year period ahead of the next review date. If it is not feasible to undertake all the plans/works during the lifespan of the Accessibility Plan, some items will roll forward into subsequent plans. The school will provide adequate resources for implementing plans, ensuring pupils are sufficiently supported.

The Accessibility Plan will be used to measure the necessity of making reasonable adjustments in order to accommodate the needs of people with disabilities where practicable. It will be used to advise other school planning documents and will be reported upon annually in respect of progress and outcomes.

The school will collaborate with the LA to effectively develop and implement the plan. The LA will prepare accessibility strategies based on the same principles as the school's Accessibility Plan. The LA will also provide auxiliary aids and services where necessary to help the school provide suitable support to pupils with disabilities.

An access audit will be undertaken by the governing board and SENDCO every year.

During Ofsted inspections, the inspectorate may include the school's Accessibility Plan as part of their review. The Accessibility Plan will be published on the school website.

5. Equal opportunities

The school strives to ensure that all existing and potential pupils are given the same opportunities, and is committed to developing a culture of inclusion, support, and awareness. The Accessibility Plan will detail any barriers which are hindering the opportunities for pupils with SEND. The aim of the plan is to take appropriate measures to overcome these barriers, allowing all pupils equal opportunities.

Staff members will be aware of any pupils who are at a substantial disadvantage and will take the appropriate steps to ensure the pupil is effectively supported. Wherever possible, teaching staff will adapt their lesson plans and the curriculum to allow all pupils to reach their full potential and receive the support they need. The school will ensure that all extracurricular activities are accessible to all pupils and make reasonable adjustments to allow pupils with SEND to participate in all school activities.

6. Admissions

The school will act in accordance with its Admissions Policy. The same entry criteria will be applied to all pupils and potential pupils.

The school will strive to not put any pupil at a substantial disadvantage by making reasonable adjustments prior to the pupil starting at the school. All pupils, including those with SEND, will have appropriate access to all opportunities available to any member of the school community.

Information will be obtained on future pupils to facilitate advanced planning. Prospective parents of pupils with SEND, are invited to a transition meeting prior to the pupil starting school to discuss the pupil's specific needs.

The school recognises that social, emotional, and behavioural barriers to learning can be associated with some disabilities, and that mental illness or learning difficulties can cause behavioural issues. The school aims to work with families to overcome or minimize these as far as is possible.

7. Curriculum

The school is committed to providing a healthy environment that enables full curriculum access and values and includes all pupils regardless of their education, physical, sensory, social, spiritual, and emotional needs. No pupil is excluded from any aspect of the school curriculum due to their disabilities or impairments. The school aims to provide a differentiated curriculum to enable all pupils to feel secure and make progress.

All class teachers and the SENDCO will work together to adapt a pupil's Multi-Element Plan (MEP), with advice sought from outside agencies where appropriate, to allow all pupils to reach their full potential.

Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis. The class teacher, in discussion with SENDCO, the pupil and their parents, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment. Physical education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate in lessons.

There are established procedures for the identification and support of pupils with SEND in place at the school. Detailed pupil information on pupils with SEND are given to relevant staff to aid teaching, e.g., one page pupil profiles.

Specialist resources are available for pupils with visual impairments, such a large print reading books. Teaching assistants are deployed to implement specific literacy, numeracy and speech and language programmes.

The school also works closely with specialist services including:

- STePS (Specialist Teachers and Educational Psychology Services)
- ASD Specialist & Advisory Teacher
- Private Educational Psychology Service
- Sensory support for children with visual or hearing needs
- Parent Partnership Service
- SALT (Speech and Language Therapy)
- LAC (Looked After Children)
- Family Support Worker to support families

8. Physical environment

The school is committed to ensuring that all pupils, staff members, parents and visitors have equal access to areas and facilities within the school premises. There are no parts of the school to which pupils with disabilities have limited or no access to.

The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord. There are provisions for nappy changing.

Where entrances to the school are not flat, a ramp is supplied for access. Wide doors are fitted throughout the school to allow for wheelchair access. The corridor flooring and lighting is designed to support those who are visually impaired. The school entrance has a transfer keypad and entrance communicator situated in an accessible position and is at the right height.

There is appropriate signage for visually impaired.

Uneven areas in the playgrounds have been resurfaced for easy level of transition. This was completed in September 2015.

The door handles have been replaced and contrast in colour with the main body of door by using brass handles.

9. Monitoring and review

This plan will be reviewed on an annual basis or when new legislation or guidance concerning equality and disability is published. The governing board and headteacher will review the policy in collaboration with the SENDCO.

Equality impact assessments will be undertaken as and when school policies are reviewed.

St Chad's C of E Nursery and Infants School Accessibility Plan

Curriculum

Short Term Targets	Targets	Strategies	Timescale	Responsibilities	Success Criteria
	To comply with the Equality Act 2010.	<ul style="list-style-type: none"> Review all statutory policies to ensure that they reflect inclusive practice and procedure 	On-going	HT All staff Governors	<ul style="list-style-type: none"> All policies clearly reflect inclusive practice and procedure
	To identify pupils who may need additional provision to ensure smooth transition.	<ul style="list-style-type: none"> Liaise with pre-school providers to review potential intake for September 2022-2023-2024. Liaise with SENCo's to ensure clear transfer of records/information Arrange multi-agency meetings where necessary to ensure the provision is suitable Observe the child in their setting prior to attending school Any changes in pupil's needs identified within SENCo progress meetings – termly and MEPs to reflect any needs identified Meeting arranged with parents – information sharing/needs of the child- at least termly 	Summer Term for transition and Autumn Term follow-up each September	HT SENCo EYFS Lead	Procedures, resources/equipment, and strategies in place <ul style="list-style-type: none"> Parents are kept informed of provision and consulted
	To ensure all staff are fully aware of the needs of all pupils who have an EHCP/SEND support (MEPs)	Transition meetings in the summer term <ul style="list-style-type: none"> Transfer of records / meetings with teachers and relevant staff & SEND Folders updated and to include all relevant documents/info. shared Create and up-date provision maps showing the overview for each year group and individual pupil's need 	Transition meetings at the end of year On-going meetings with SENCo	SENCo All staff	<ul style="list-style-type: none"> All staff are clear about their responsibilities in meeting pupil's needs Multi-Element Plans identified and on provision maps and/or MEPs where needed
	To access outside agency support/advice and on-going support for pupils with health needs. To improve access to the curriculum using specialised equipment and resources following advice and support from outside agencies.	<ul style="list-style-type: none"> Referral/consult to specialist support teachers (STePs), Psychology Services, Health Team, SALT etc. for additional support and advice where needed Consult regularly with parents for information sharing and discussion on targets/needs ASD, HI and VI needs met through access to specialised support and resources –regular support for identified children OT/Physio and SALT programmes identified on provision maps and staff training taken place to deliver any specialised interventions/use of equipment 	On-going updates and regular input throughout the year from outside a Termly meetings SENCo and EP/SALT/ STePs agencies	SENCo All staff working with pupils with additional needs Specialist teachers and Psychology Services	Pupils' needs being met <ul style="list-style-type: none"> Advice, strategies, and targets given by outside agency support taken on board and making a difference to pupils and school in ensuring needs are met Staff feeling supported in meeting the needs of all pupils Range of equipment integrated into practice Parents feeling confident about the provision
	To review the attainment of pupils with SEND regularly through whole school tracking systems.	<ul style="list-style-type: none"> Discussion to take place at pupil progress meetings on the attainment of all pupils on SEND support/EHCP Attainment of SEND children over the year to be analysed termly and through MEP meetings (SENCo & C/T) MEPs to reflect needs of pupils based on progress made 	Min. of 3 x annual MEP meetings 1 x annual EHCP review 3 x termly SEND Progress Meetings – SENCo and Class teacher On-going	HT SENCo C/T	<ul style="list-style-type: none"> Analysis shows that expected progress has been made by all pupils Progress towards the MEP targets has been achieved. Provision has been reviewed and amended based on needs of pupils
	To ensure parents are fully involved in the MEP process and understand how to support their child at home.	<ul style="list-style-type: none"> Minimum of 1 x termly meetings for MEP reviews/discussion on progress Discussion on targets and parent views considered Targets to be clearly identified on MEPs for parents to work on 	1 x termly minimum with class teacher SENCo to arrange drop-in sessions	Class teacher SENCo Parents	<ul style="list-style-type: none"> MEPs reviewed with parents and new targets shared

	To ensure that pupils are involved in their MEP targets and EHCP meetings (where appropriate)	<ul style="list-style-type: none"> • Staff to complete parent meeting notes – proforma in SEND folders • Parents to complete a questionnaire – analyse/review and take steps where needed • Introduce 'Parent Drop-in' sessions Spring term 			<ul style="list-style-type: none"> • Parents targets and know how to support their child with at least one of the targets • All parents aware of the SEND needs of their child • Evidence/tracking of meetings held with parents completed by teachers and used to monitor parent views and feedback
	To attend LA meetings to ensure up-to-date with current legislation and LA guidelines	<ul style="list-style-type: none"> • Attend training • Disseminate to staff/SLT where appropriate • Involve parents where appropriate 	On-going	HT/SLT SENCo Governing body	<ul style="list-style-type: none"> • Course/meetings attended and disseminated to SLT • Governing Body kept up-to-date with any changes
Medium Term Targets	To audit, and where necessary, improve/purchase quality resources and specialised equipment. To continue to train staff according to the needs within the school on the use of specialised equipment and understanding/ meeting pupils' needs	<ul style="list-style-type: none"> • Budget request completed and budget allocated • Audit of resources and training needs • Up-date and invest in any new resources which offer greater access to the curriculum for identified children across the school • Staff training identified – internally and externally • STePs training - ASD, HI and VI for identified children 	Autumn Term Review – ongoing basis	HT SENDCO All Staff	<ul style="list-style-type: none"> • Access to the curriculum improved using good quality resources, interventions, and adaptations
	To continue to develop attention autism intervention across school	<ul style="list-style-type: none"> • Provide training for those necessary staff • Ensure there are resources available for the intervention- manage budget 	On-going	SENDCO SEND Specialist Teaching Assistant	<ul style="list-style-type: none"> • Attention Autism adopted where appropriate • Staff confident in running and assessing through Attention Autism
	To review out of hours provision and develop/ensure accessibility for all pupils.	<ul style="list-style-type: none"> • Monitor club members • Meet with club Leaders • Ensure accessibility and improve where possible 	On-going	HT Club Leaders SENCo	<ul style="list-style-type: none"> • All out of hour's activities are organised to be accessible to all pupils in school
Long Term Targets	To evaluate and review procedures in place in ensuring participation of disabled pupils	<ul style="list-style-type: none"> • Evaluate and review the short- and medium-term targets and set new targets • Produce new plan based on needs of the pupils 	Annually	HT SENDCo Governing body Pupil & Parents	<ul style="list-style-type: none"> Increased access for disabled pupils • Pupils feeling successful at school • Quality interventions and resources in place
	To continue to audit, review and develop staff expertise based on the needs of the school.	<ul style="list-style-type: none"> • Identify training needs • Seek out appropriate training (internally/externally) and prioritise who, what, when etc. 	Annually	SENCo HT	<ul style="list-style-type: none"> • Long term training needs identified and prioritised

Physical Environment

Physical Environment					
	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term Targets	To continue to maintain the physical environment of the school to maintain accessibility for all pupils	<p>Indoor</p> <ul style="list-style-type: none"> Identify needs of new in-take and make reasonable adjustments to the physical environment Assess needs of pupil and plan for smooth transition Plan classrooms accordingly Involve STePs Teams to support with transition and any specialist equipment Maintain good working order of all disabled toilets and facilities <p>Outdoor</p> <ul style="list-style-type: none"> Maintain good up-keep of all areas to allow easy access Pupil questionnaire - Seek pupil views through School Council on improving play areas Fire Routes – continue to follow procedures to ensure all disabled pupils and staff are aware of safe routes 	On-going	HT SBM Governors SENCo All staff	<ul style="list-style-type: none"> The environment is suitable for disabled children entering school Classroom environment is accessible and meeting the needs of pupils wherever possible Up-to-date PEEPS maintained for specific named pupils
	To ensure risk assessments are in place for key pupils	<ul style="list-style-type: none"> Up-date Risk Assessments for all pupils and share with staff Monitor risk assessments and adapt if needed to meet children's needs 	Annually and regularly	HT SENCo All staff	<ul style="list-style-type: none"> All staff aware of risks and pupils safely accessing the curriculum and school grounds Risk Assessments are understood and followed up
Medium Term Targets	To ensure classroom environments meet the needs of pupils.	<ul style="list-style-type: none"> Ensure environments meet the needs of the children by being stimulating but not overly through learning walks, drop-in sessions, mini observations etc. Environment monitoring to take place on a regular basis. Needs of the pupils to be carefully thought through and classrooms adapted accordingly Seek views of children where appropriate 	ongoing basis	HT SENCo All staff	<ul style="list-style-type: none"> Access to the curriculum improved using good quality resources, interventions, and adaptations.
	To develop the play environment so it is safe and suitable for children	<ul style="list-style-type: none"> Ensure the space is gated off to keep children safe equipment for the children to use is stored appropriately and safely 	Annually	SENCo SBM SLT	<ul style="list-style-type: none"> The children in will stay safe during unstructured times and play outside Children are happy and enjoy play times
Long Term Targets	To continue to develop the playground facilities for all children. To ensure pathways are appropriate for ease of access	<ul style="list-style-type: none"> Look for funding opportunities Involve the School Council Regular checks and maintenance Staff to report any problems 	On going	HT SENCo Governing body Pupil & Parents	<ul style="list-style-type: none"> Inclusive child-friendly play areas. clear access maintained around the school ground

Communication

Communication					
	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short Term Targets	To up-date records to ensure school is fully aware of any disabled children/parents and their needs.	<ul style="list-style-type: none"> • Office staff aware of parent's needs as notified and adapted material on request • The school will make itself aware of the services available for converting written information into alternative formats • Health Care Plans kept up-to-date – access to all and kept in the same place • Up-date medical forms regularly – all classrooms to have medical records and one-page profiles • Up-date SEND forms in line with guidance 	Annually	HT EYFS leads Governors SENCo Office staff All staff	<ul style="list-style-type: none"> • All staff aware of the needs of the school • Records up-to-date • The school will be able to provide written information in different formats.
	To ensure that the school environment offers further information to pupils and visitors.	<ul style="list-style-type: none"> • Photographs of all staff on display board with names • Classrooms labelled • Environmental print • Displays offer visual and written support/adapted where needed • Photographs/images for visual support on display • Monitored through learning walks 	On going	H/T	<ul style="list-style-type: none"> • Visual and written environment offers support and is consistent around the school
Medium Term Targets	To continue to up-date and improve the school website to ensure information is fully accessible.	<ul style="list-style-type: none"> • Website developed and improved over time • Checklist completed for all relevant information that needs to be on the website • Ensure parents are fully aware of the information available on the website 	On going	H/T SENCo All staff	<ul style="list-style-type: none"> • Website up-dated and all relevant information available and up-dated regularly • Friendly/easy to access website • Website used by parents
	To use class Dojo to communicate with parents regularly, share information and send over specific files when needed	<ul style="list-style-type: none"> • Connect all pupils to class dojo and relevant staff to each class • Share specific files and information to parents through the messaging tool • Ensure questions are answered when needed 	On going	SENCo All staff SLT	<ul style="list-style-type: none"> • Parents and teachers are connected through class dojo • All parents are connected and use to communicate with relevant staff
Long Term Targets	To continue to meet any specific future needs of pupils/families within school	<ul style="list-style-type: none"> • Assess needs and plan accordingly • Identify any specialised support needed and seek advice • Add to provision maps/risk assessments etc. • Staff awareness and training where needed 	On going	Whole school	<ul style="list-style-type: none"> • Needs of pupils met wherever possible