



St Andrew's C of E Infant School

Accessibility Plan– 2019/20 to 2020/21

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1. Statement of Intent

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. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. 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 day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At St Andrew's C of E Infant School the Plan will be monitored by the Head teacher and Senior Leadership team and evaluated by the Premises/Health and Safety Governors' committee. The current Plan will be attached to this document.

At St Andrew's C of E Infant School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) The St Andrew's C of E Infant School Accessibility Plan has been developed and drawn up based upon current information about pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.

2) The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

3) St Andrew's C of E Infant School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4) The St Andrew's C of E Infant School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:-

- 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 their duties under the Equalities 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 schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;

· 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 timeframe.

5) The St Andrew's C of E Infant School Accessibility Plan relates to the key aspects of physical environment, curriculum, medical need and information.

6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Management Policy
- Curriculum Policy
- Emergency Plan
- Equal Opportunities Policy
- Health & Safety Policy
- School Brochure
- School Improvement Plan
- Special Educational Needs Policy

8) The Accessibility Plan for physical accessibility relates to the access of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the on-going period.

9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10) The Accessibility Plan will be published on the school website.

11) The Accessibility Plan will be monitored through the Governor Buildings and Finance Committee and Premises/ Health and Safety Committee.

12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

2. Aims and Objectives

Our Aims are:

- To increase access to the curriculum for pupils with a disability
- To Improve and maintain access to the physical environment
- To improve the delivery of written information to pupils
- To fully meet the medical needs of children in our care

Our objectives are detailed in the Action Plan below

3. Current good practice

We aim to ask about any SEND, additional or medical needs in early communications with new parents and carers. For parents and carers of children already at the school, we collect information regularly and have an open door policy to enable parents to share views or concerns; we also have parents' evenings twice a year.

Physical Environment

ALL pupils have the opportunity to participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. All children can access the parts of the school that they need to with little or no adult assistance.

Curriculum

Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment. Staff are very aware of how they can adapt the curriculum or activity to allow all children to take part and the school do their utmost to provide resources and equipment to allow them to do so. Other issues affecting the participation of pupils, for example medical need are addressed through the relevant policies; administration of medicines, the provision of intimate care etc.

Information

Different forms of communication are made available to enable all pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available.

4. Access Audit

The school is a single storey building. There are wide corridors and several access points from outside. All main entrances along with the external doors are on one level and accessible to wheelchair users.

Internal doors are wheelchair accessible and a disabled toilet and shower facilities are available. These are fitted with a handrail and a pull emergency cord.

Main parking for parents is on the road. Access to the staff car park with ready access to the main entrance of the school is available for pupils or parents who use a wheelchair or who are disabled badge holders. The school has internal emergency signage and escape routes are clearly marked.

If a member of staff was unable to access the area another member of staff would collect the resources.

5. Management, coordination and implementation

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Authority

St Andrew's C of E Infant School Action Plan 2020-2021

	Targets	Strategies	Outcome	Timeframe	Achieved
Curriculum Access	To audit current provision for SEND children	SENCO to undertake whole school audit of SEND provision	Areas for improvement will be identified and addressed	Autumn 1 2020	Ongoing
	To develop the management and quality of Individual Education Plans (IEPs) for SEND children	Internal appointment of ½ day SENDco from January 2020 to manage IEPs and intervention timetables	IEPs will be managed by TA3 under the direction of the SENCO. Intervention timetables will be scheduled to support SEND children	Autumn term 2020	Ongoing
				Immediate effect	Ongoing
	To develop staff confidence in the use of PIVATS 5 assessment tool	TAs will have half termly meetings with SENCO/Teachers/TA2 staff	IEPs will be evaluated half termly by teachers and shared with parents	Half termly	
				Autumn term 2020	
	To create a whole school understanding of the importance of behaviour for learning.	New Behaviour Policy to be based upon positive reinforcement, growth mindset, and restorative justice rather than punitive sanctions.	New Behaviour Policy consistently applied by staff in all classes so that behaviour expectations are clear to children.	December 2020	Begin Spring 2021.
To enhance staff's existing behaviour management strategies.	M. Chadwick- Educational Psychologist to deliver training to TAs.	Staff to adopt and apply new behaviour management strategies leading to positive outcomes for children.	Training 11 th December 2020	Begin Spring 2021.	

Physical Environment	To de-clutter classroom and communal areas	<p>To dispose of old/little used furniture and resources</p> <p>To clear corridor leading to resource room and staff toilet near Year 2.</p> <p>To clear the corridor between Parrots classroom and Butterflies classroom.</p>	Classrooms and corridor/communal areas will have clearer access and movement within the areas	Autumn Term 2020	Ongoing
	To enhance provision for children with behavior/sensory needs	<p>Set up 'Garden Room' as a multi-purpose space.</p> <p>Catch up sessions</p> <p>Intervention area</p> <p>Breakfast club</p>	Currently used in the mornings for Y2 / Y1 catch up provision.	Autumn term 2020	

Medical Need	To update Asthma training for all staff	School Nurse team to deliver Asthma training to teachers and TAs	All staff will have up to date training on procedures in respect of managing children's care who have asthma.	2019/20	Regular update required
	To update First Aid training for all staff.	External First Aid trainer to deliver training to all staff without certificate.	All staff will have up to date training on First Aid procedures. Early Years staff will receive Paediatric First Aid.	20/21	
	To provide Diabetes training to key staff in Foundation Phase.	Diabetes nurse to deliver training to Foundation Phase teachers and teaching assistants.	Foundation staff will have up to date training on procedures in respect of managing the care of children who have diabetes.	20/21	Regular update required