



# Annfield Plain Infant School

## Accessibility Plan

### 2022-2025

Date                      March 2022  
Review Date            September 2025

The Rights Respecting Schools Award recognises achievement in putting the United Nations Convention on the Rights of the Child (UNCRC) at the heart of a school's planning, policies, practice and ethos. By taking these steps a school community helps improve well-being and develop every child's talents and abilities to their potential.

At Annfield Plain Infant School we not only teach about the child's rights but we also model rights and respect in all of our relationships: between teachers/adults and students, between adults and between students.

## 1. Vision Statement:

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 Annfield Plain Infant School the Plan will form part of the Premises, Resources, Fund-Raising and Marketing section of the School Development Plan and will be monitored by the headteacher and evaluated by the relevant Governors' committee. The current Plan will be appended to this document.

At Annfield Plain 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 Annfield Plain Infant School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. 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. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- 3) Annfield Plain 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 Annfield Plain 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 Annfield Plain Infant School Accessibility Plan relates to the key aspects of physical environment, curriculum and written 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:

- Asset Management Plan
- Behaviour Management Policy
- Health & Safety Policy
- Equality Plan
- School Brochure
- School Development Plan
- Special Educational Needs Policy

- Staff Handbook

8) The Accessibility Plan for physical accessibility relates to the Access Audit 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 ongoing 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 Finance Committee and Trustees.

12) The school will work in partnership with the Trust 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:**

- **Increase access to the curriculum for pupils with a disability**
- **Improve and maintain access to the physical environment**
- **Improve the delivery of written information to pupils**
- **Work as a whole school to improve access to all aspects of school life**

Our objectives are detailed in the Action Plan below

## **3. Current good practice**

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' views, or in conjunction with a letter home about a parents' evening.

### **Physical Environment**

Disabled pupils 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; There are very few parts of the school to which disabled pupils have limited or no access at the moment.

### **Curriculum**

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

### **Information**

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

## **4. Access Audit**

The school is a single storey building with wide corridors and several access points from outside. The hall and classrooms are accessible to all. On-site car parking for staff and visitors includes one dedicated disabled parking bay which is situated in front of the school main entrance next to a ramp. The entrance is flat and is fitted with a double door. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities, for children only, available in the Year 1 and 2 porch area.

The school has internal emergency signage and escape routes are clearly marked, this includes refuge areas for wheelchair users.

Our current Access Audit has revealed 1 issue:

1. The entrances into Key Stage 1 and Early Years are accessible only by a small step.

## **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 *Trust*

Date of Implementation: *March 2022*

Date of Review: *March 2025*

Signed Head Teacher: *A Kane*

Signed Governor: *S Scott*

	Targets	Strategies	Timescale	Responsibilities	Success Criteria
Short	To liaise with Nursery providers to review potential intake for September '22-'25	To identify pupils who may need additional to or different from provision for Sept '22 intake to '25.	Sept 2022/23 - to 2024/5	HT EYFS lead/teacher	Procedures/equipment/ideas set in place by July 2022 to July 2025.
	To establish close liaison with parents/Carers	To ensure collaboration and sharing between school and families. Parent/Carer consultation meetings Parent/Carer questionnaires Open door policy Summer walks/activities with families who are starting with us in Sept. Induction visits	Ongoing throughout 2022-2025	HT All staff	Clear collaborative working approach
	To establish close liaison with outside agencies for pupils with on-going health needs. E.g. children with severe asthma, epilepsy or mobility issues.	To ensure collaboration between all key personnel Links with SEND and inclusion service Links with OT service- advice and targets continued in school Links with School Nurse including talks to parents on specific issues.	Ongoing throughout 2022-2025	HT All staff Outside agencies	Clear collaborative working approach
	To ensure visits are made accessible for all children, irrespective of disability.	Ensure accessibility is considered in all stages of planning	Ongoing	HT Class Teacher	All children able to attend all visits
Medium	To audit resources across the school which help to support pupils with SEND	Purchase of specialist resources or equipment: e.g. wobble cushions, pencil grips, ear defenders, etc.	Ongoing	HT All staff	Curriculum continues to be accessible to all pupils
Long	Assess the impact of this policy and practices by seeking the views of disable staff, children and parents	Impact of accessibility to be considered continually and annually when policy is reviewed.	Ongoing/Annually	HT Senco	School accessible to all.
	Accessibility Plan and Equality statement to be reviewed annually.	To be on agenda of Governors meeting and school council meeting.	Annually	HT Governors	Legislation adhered to.
	To liaise with staff, parents and parents of children with a disability and ensure their needs are being met.	Communicate with relevant parties to identify and address needs. Risk assessments to be completed where necessary.	Annually	HT Senco	Pupils/staff needs are met.