

# The venue Infant School

## Accessibility Plan

Adopted: October 2017

Signed on behalf of the Governing Body: Mr Stewart Miller

Position Chair of Governors

Date: 22<sup>nd</sup> March 2022

Review date: March 2025

# **ACCESSIBILITY PLAN FOR THE AVENUE INFANT SCHOOL**

## **Introduction**

This plan is drawn up in accordance with the planning duty in the Equality Act 2010. Inclusion, Equality and Diversity in the EYFS, The Early Years Foundation Stage and The Special Educational Needs and Disability Code of Practice: 0 to 25 years January 2015.

## **Definition of Disability**

The definition of disability under the law is a wide one. A disabled person is someone who has “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”. (Disability Discrimination Act 1995).

The definition includes people with hearing or visual impairment, cerebral palsy, muscular dystrophy, mental health issues and incontinence. People with ADHD, autistic spectrum disorder, downs syndrome and hydrocephalus are included. Medical conditions such as cystic fibrosis, severe asthma, diabetes, cancer, multiple sclerosis, epilepsy, sickle cell anaemia and HIV are deemed disabilities. Facial disfigurement, severe dyslexia, gross obesity and diagnosed eating disorders are included.

This plan will be reviewed every 3 years.

## **Gathering information:-**

<b>Target</b>	<b>Actions</b>	<b>Responsibility</b>
To implement and maintain a monitoring system to support pupils with a disability.	Maintain a register of children with a disability. Monitor patterns of attendance. Monitor participation in off-site activities. Record pupil achievements. Carry out parent, pupil and stakeholder questionnaires/discussions to seek the views of those with disabilities.	<b>SENCO</b> <b>BURSAR / SBM / FAMILY SUPPORT WORKER</b> <b>SENCO</b> <b>SENCO</b>
To ensure the needs and aspirations of groups of users are met and understood	Develop a section in the Admissions form to seek information re: disabilities Offer Early Help support to families managing a disability Ensure hirers are aware of provision for disabled. To provide support to siblings whose brother/sister are affected by a disability. Hear the voice of pupils with disabilities to allow them to express their needs and aspirations	<b>HEADTEACHER/GOVERNORS</b>  <b>FSW / SENCO</b>  <b>SBM</b> <b>FSW</b>  <b>SENCO / FSW</b>
Barriers to learning removed, children able to participate to the best of their ability in all areas.	Continuous CPD for teaching staff  Regular monitoring of support  Planning for future development of resources.	<b>SENCO/HEADTEACHER</b>  <b>SENCO</b>  <b>SENCO/HEADTEACHER</b>

**Increasing the extent to which disabled pupils have access to the school curriculum:-**

<b>Target</b>	<b>Actions</b>	<b>Responsibility</b>
To ensure the school develops children's awareness of disability.	Review PSHE curriculum to ensure disability awareness is taught effectively. Provide opportunities for children to meet with people with a variety of disabilities. Review provision in other areas of the curriculum e.g. P.E. Provide training for staff for inclusion. Purchase books, toys and other resources that promote positive images of disability. Invite disabled speakers/visitors to school assemblies, events	<b>PSHE SUBJECT LEADER</b>  <b>PE SUBJECT LEADER</b>  <b>READING SUBJECT LEADER and FOUNDATION LEADER</b> <b>HEADTEACHER/DEPUTY</b> <b>HEAD TEACHER</b>
To ensure pupils have full access to visits and extra-curricular activities	Risk assessment prior to visits. Ensure risk assessment includes accessibility issues. Plan trips and activities with parents to ensure access. Provide support for pupils to ensure they can access out of hours activities. Ensure staff are able to identify and provide excellent provision for children with disabilities.	<b>TEACHERS / EDUCATIONAL VISITS COORDINATOR</b>  <b>SENCO</b>  <b>HEADTEACHER/FAMILY SUPPORT WORKER</b> <b>SENCO</b>
To ensure staff are appropriately trained	Training in SEND for all staff to ensure that the needs of individuals are met. To ensure all staff are aware of SEND resources and how to use these within planning for children with SEND.	<b>HEADTEACHER/DEPUTY /SENCO</b>  <b>SENCO</b>

**Improving the physical environment of the school to increase the extent to which disabled pupils and adults can take advantage of education and associated services:-**

<b>Target</b>	<b>Actions</b>	<b>Responsibility</b>
To provide appropriate access to all users	Seek information on the needs of users and pupils and complete risk assessments where necessary. Provide aids for those who are visually impaired eg mark edge of steps, handrail at child height along hall corridor and steps to toilets and outside shelter. Direct wheelchair access to school building and disabled toilet via ramp at Reception classroom. Corridors to be kept clear from obstructions at all times	<b>HEADTEACHER</b>  <b>HEADTEACHER /HEALTH &amp; SAFETY GOVERNOR</b>  <b>HEADTEACHER /HEALTH &amp; SAFETY GOVERNOR</b> <b>ALL STAFF</b>
To ensure that disabled adults are considered equally with others for posts in the school. To improve	To welcome all applicants for teaching and TA posts. To encourage all members of the community to consider become a Governor. Put up clear signs in the entrance and other areas – in different languages and formats. Ensure that all disabled pupils understand fire notices.	<b>HEADTEACHER/GOVERNORS</b>  <b>HEADTEACHER/GOVERNORS</b>  <b>SLT</b>  <b>SLT</b>

signage		
---------	--	--

**Making written information accessible to pupil in a range of different ways:-**

<b>Target</b>	<b>Actions</b>	<b>Responsibility</b>
To review information to parents/carers to ensure it is accessible	Ask parents/carers about access needs when a child is admitted to the school. Ask parents/carers and children about access to information in review meetings. Ensure presentations are available in other languages wherever possible.	<b>HEADTEACHER</b>  <b>SEN TEAM</b>  <b>HEADTEACHER</b>
To increase support for parents of children with a disability	Ensure that the school prospectus explicitly welcomes children with a disability. Encourage parents of children with a disability to support their children's education. Refer parents of children with a disability to 'The Local Offer'.	<b>HEADTEACHER</b>  <b>ALL STAFF</b>  <b>SENCO</b>