



## **West Rise Community Infant School: Accessibility Plan 2021-2024**

### **Introduction**

At West Rise, we are committed to providing an environment which is special for all pupils, staff, parents and visitors. An environment which speaks of our values and ethos and is accessible to all. We take all duties to fulfil this very seriously and work hard to remove any barriers to inclusion.

We recognise that there are similarities and differences between individuals and groups but we will strive to ensure that our differences can enable participation, access and create inclusive processes and practices, where the varying needs of individuals and groups are identified and met. Our Accessibility Plan shows adjustments made so as to enable inclusion.

### **Purpose of the Plan**

The Accessibility Plan is drawn up in compliance with current legislation and requirements relating to the DDA legislation <https://www.gov.uk/definition-of-disability-under-equality-act-2010>. The Accessibility Plan is structured to complement and support the school's Equality objectives. 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.

A person has a disability if he/she has a physical or mental impairment that has a substantial and long term adverse effect on his/her ability to carry out normal day to day activities.

It is our aim that this plan will present reasonable steps to avoid putting disabled pupils at disadvantage

### **Areas of planning responsibilities**

The Accessibility Plan relates to the following key aspects:

- Increasing 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 able bodied pupils this includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.
- Improving access to the physical environment- the school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.

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

- Teaching and Learning Policy
- Equalities Framework
- School Wellbeing Policy
- Health and Safety Policy (including off-site safety)
- Special Educational Needs and Disability Policy
- Behaviour Policy
- School Improvement Plan
- School prospectus/Vision Statement

The Accessibility Plan will be monitored through the Governors policy reviews.

### **Contextual information**

West Rise Infants is a single storey building and fully accessible. Any entrance which is not completely accessible has a ramped entrance and we have two disabled toilets on the Infant School Site. We are an Inclusive School and welcoming of all individuals who wish to enter our school in the spirit of its ethos and vision.

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### Improving access to the physical environment

We obviously will adapt this plan as necessary and when specific needs are known.

Targets	Actions	Timescale	Responsibility	Outcomes
All access into school and to be fully compliant with legislation	Carefully monitor the access to and quality of the school environment - Maintain access and purchase signage to show the we welcome for wheelchair users	By Jan 2023	Business Manager	Disabled parents/carers visitors are carefully considered and feel welcomed.
1.The school is aware of the access needs of people who are disabled	Create access /care plans for individual disabled pupils  Be aware of staff, governors and parental access needs. Consider access needs during recruitment process	As required  As required	SENDCo  Headteacher  Headteacher	All staff aware of pupil's needs All staff governors and parents feel confident in this
2.Provision of wheelchair accessible toilets that are well maintained and cared for	Maintain wheelchair accessible toilets	Ongoing	Premises Manager	Physical accessibility of school increased and all stakeholders feel valued.

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3.Any redecorating work within the school is sympathetic to the wellbeing of all.	Advice taken re: lighting and colour schemes and decorated accordingly.	Annual Programme of redecoration.	Headteacher	Colour schemes that support teaching, learning and behaviour. Classes are calm as well as colourful and all staff are consulted when redecoration is taking place, particularly colour to ensure that children's needs are taken into account for access.
3a) Ensure that disabled Parking bays are kept free of other vehicles so that they are available when needed.	Send reminders to all staff and visitors on arrival that disabled access must be maintained.	Reviewed Ongoing	Premises Manager	Any visitors to school with a disability are able to park safely and have ease of access.
4.Ensure that all disabled pupils as well as any other visitors can be safely evacuated.	a) Put in place Personal Emergency Evacuation Plans for all children. b) Ensure all staff are aware of their responsibilities.	Reviewed annually	Headteacher	All disabled children, staff and staff working with children with a disability are safe and confident in the event of fire following regular fire-drills and evacuation procedures and responsibilities.
5. Ensure accessibility of access to IT resources.	Alternative equipment is supplied as necessary to ensure access to all hardware – wireless laptops Liaise with VI/HI specialists on information with regard to the visual and hearing impaired pupils.	Ongoing	ICT Leader	Hardware and software available to meet the needs of children as appropriate.
6. Ensure all fire escape routes are suitable for all.	Monitored as part of Fire Risk Assessment.	Ongoing	Premises Manager	Fire Risk Assessment

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### Improving access to the curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and continuous professional development we aim to enhance staff knowledge, skills and understanding. It is a core value of the school that all children are enabled to participate fully in the broad life of the school.

Targets	Actions	Timescale	Responsibilities	Outcomes
7.All teachers and teaching assistants have the necessary training to identify, teach and support all pupils and with particular awareness of the unique needs of any child with a disability.	All staff attend training as appropriate and necessary e.g. dyslexia, differentiation, alternative recording methods. Outreach provision from external agencies. Epi-pen. Ana-pen training. Asthma Inhaler training.	Ongoing	Headteacher/SENDCO	Raised confidence of staff strategies for differentiation and increased pupil participation.
8. All staff are aware of the need to provide tailored access to the curriculum for a child with a disability.	Set up system of individual access plans for disabled children. a) Set up system for information sharing with all staff and agencies involved with the child.	As required	SENDCo	All staff aware of individual access needs.

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9.Ensure all staff are aware of, and able to use, SEND software and Resources.	Run i-training sessions on use of SEND Software e.g. predicted text, Widget, Clicker 6. Sloping boards for pupils with fatigue problems or motor difficulties. Coloured overlays for pupils with visual difficulty. Specially shaped pencils and pens for pupils.	Ongoing	SENDCo	Wider use of SEND resources in mainstream classes.
10.Review TA deployment.	Review provision to ensure TAs are available to support pupils as required.	As required	SENDCo	Adult support is available during key times such as lunchtime, PE lesson in order for pupils to participate.
11.All extra-curricular activities are planned to ensure, where reasonable, the participation of all pupils.	Review all out of school provision to ensure compliance with legislation: a) Develop guidance for staff on making trips accessible. b) Centres chosen which include provision for disabled pupils.	Ongoing As appropriate	Headteacher/Governors	All out of school activities to be conducted in an inclusive environment with providers that comply with all current and future legislative requirements. Charging and Remission Policy Reviewed.
12.Classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in classrooms.	Ongoing	SENDCo	Children have ready access to a range of resources to support their learning.

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13. Review PE Curriculum to make PE accessible to all.	Review PE curriculum to include disability sports.	As required.	PE Coordinator	Planning ensures full access for all.
14. Review all curriculum areas to include disability issues.	Include specific reference to disability equality in all curriculum reviews.	Ongoing – as curriculum policies are review.	Headteacher/Subject leaders	Updating of disability issues into all curriculum areas.
15. Ensure disabled children participate equally in after school and lunch time activities.	Survey participation in clubs at lunch and after school by disabled children.		Headteacher/SENDCo	Disabled children confident and able to participate equally in out of school activities.

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Targets	Actions	Timescale	Responsibilities	Success Criteria
16. Availability of written material in alternative forms when specifically requested including languages other than English, large print, using visual symbols.	<p>The school will make itself aware of the services available for converting written information into alternative formats.</p> <p>Access the school's ICT infrastructure to access a range of materials supportive to need.</p> <p>School office staff/TAs will support and help parents to access information and complete forms for them.</p>	<p>As required</p> <p>As required</p>	Headteacher/School Secretary	Format of documentation altered appropriately.
17. The curriculum can be accessed by all children.	<p>Check timetables and resources are not a barrier to any individual or group's access to the curriculum</p> <p>Staff meet to share good Practice.</p>	Ongoing	Headteacher SENDCo	All children access all aspects of the curriculum with use of visual symbols in all classes.
18. Survey parents/carers as to the quality of communication to seek their opinions as to how to improve.	Send out survey including quality of communication.	Ongoing	Headteacher	Parental information is surveyed and action take and appropriate.