

Spring Meadow Infant and Nursery School

Accessibility Policy and Plan

Up-dated August 2020

Up-dated October 2021

This Accessibility Policy and 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.

We are committed to providing an accessible environment which values and includes all pupils, staff, parents/carers 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. This Policy and plan supports us in delivering this.

Under the Equality Act 2010, a person is disabled, if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities.

Spring Meadow Infant and Nursery School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school. This plan will be updated annually.

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/carers 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.

The Accessibility Policy and Plan will be made available to parents/carers on the school website.

The Plan will be monitored by the Governors.

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

Accessibility Policy and Plan.

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.

The School Complaints Procedure covers the Accessibility Policy and Plan.

Aims and Objectives

Our aims are to:

- 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 and parents

The table below sets out how the school will achieve these aims.

	Target	Strategy	Outcome	Responsibility	Timescale
Access to information	Signage around school should be adequate and meet the needs of all personnel.	Undertake a site walk to agree where additional signage is needed	All pupils feel they are welcome in school.	Inclusion Leader, operations manager and Head teacher.	Checked annually.
To be aware of the access needs of all personnel in school	Ensure Staff and Governors are aware of possible access issues	Identify who needs a specific assessment for accessibility and complete plan to enable access.	All staff are aware of the children's needs and staff and governors are confident that their needs will be met.	Inclusion Leader and Head teacher.	As required.
Increase access to the curriculum for pupils with a disability.	All before and after school clubs are planned to ensure, where reasonable, the participation of the whole range of pupils.	Inclusion leader to meet with club organiser to ensure SEND children are able to access clubs. Ensure PE curriculum includes appropriate sports.	All activities will be conducted in an inclusive environment with providers that comply with all current and future legislation.	Inclusion Leader and Clubs Coordinator. Inclusion Leader and PE Leader.	Reviewed termly. On-going.

	<p>Review PE curriculum to ensure PE is accessible to all pupils.</p> <p>All school visits and trips need to be accessible to all pupils.</p>	<p>Ensure venues and means of transport for vetted for suitability. Develop guidance for making trips accessible.</p>	<p>All pupils have access to PE and are able to excel and child's TA will be there at all times.</p> <p>All pupils are able to access school trips and take part in a range of activities.</p>	<p>Inclusion Leader and Year group Leaders.</p>	<p>On-going.</p>
<p>Improve and maintain access to the physical environment.</p>	<p>Improve visibility of all transition areas.</p> <p>Classrooms are organised to promote the participation and independence of all pupils.</p>	<p>Repaint/paint white/yellow lines to mark steps.</p> <p>Identify children with physical needs so that use of the car park is agreed.</p> <p>Review layout of furniture and resources regularly to support the learning process in individual classes.</p>	<p>External steps will be clearly visible to all members of the school community.</p> <p>Children get off to a good start each day.</p> <p>Lessons/transitions will start on time without the need to make adjustments to accommodate the needs of individual pupils.</p>	<p>Health and Safety Officer</p> <p>Inclusion leader and Operations manager.</p> <p>Senior Leadership Team and Inclusion Leader.</p>	<p>Checked annually.</p> <p>Termly lesson observations and drop ins.</p>
<p>Improve the delivery of written</p>	<p>Availability of written material in</p>	<p>Information for parents with children</p>	<p>The school will be able to provide</p>	<p>Inclusion Leader, Office Staff.</p>	<p>Reviewed as necessary.</p>

information to pupils and parents/carers.	alternative formats when specifically requested.	in the IAU is in line with standards set for the mainstream school also. The school will make itself aware of the services available for converting written information into alternative formats.	written information in different formats when requested for individual purposes.		
Safe evacuation	To ensure all disabled people can be safely evacuated. Ensure there are enough Fire Exits around school suitable for people with a disability.	See updated GEEP. Ensure staff are aware of the need to keep corridors and Fire Exits clear.	All disabled pupils and staff working with them are evacuated safely during an emergency or evacuation. All disabled personnel have safe and independent exits from school.	Inclusion Manager and Head teacher. All staff and Head teacher.	Reviewed annually or as required. Daily.

Assessment and plan updated August 2020.

Up-dated October 2021

Review this document October 2022.