

Speedwell Infant School

Accessibility Plan

July 2019

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Statement of intent

This plan outlines the proposals of the governing board of Speedwell Infant School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

Next _____ review date:

Planning duty 1: Curriculum

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Is the updated graduated response process meeting the learning needs of children with SEND or emerging SEND?	Gather views of teachers and parents of children with SEND about the impact of the updated process to support children's learning	SENCo	Spring 2020	School leadership know whether the updated process is effective or needs developing further	Summer 2020
	Is the school linked in with all relevant professionals to support the needs of children with SEND?	Through networking with other local SENCos check that school has links with all relevant agencies	SENCo	Autumn 2019	School holds a clear list of all relevant professionals that could be called on to support the learning of children with SEND	Spring 2020
Medium term	Will an updated broad and balanced curriculum ensure children with SEND have access to a broad and balanced curriculum?	As part of the review of curriculum through the SIP, ensure the needs of children with SEND are considered at each stage of the process	Headteacher / SENCo	Summer 2020	Curriculum documents reflect an inclusive and broad and balanced curriculum for all children including those with SEND	Autumn 2020

Long term	Teachers have up to date knowledge of specific strategies to support children with identified SEND	Build in staff meeting sessions focusing on SEND to enable the dissemination of information from the SENCo to all teachers	Headteacher / SENCo	Autumn 2020	Teachers are upskilled in their specific knowledge around supporting children with specific needs	Autumn 2021
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Planning duty 2: Physical environment

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Issue	What	Who	When	Outcome	Review
Short term	Management needs to review the school's physical environment to ensure it is accessible	Audit of physical environment	Headteacher and LA surveyor	Autumn 2019	School is aware of accessibility barriers to its physical environment, and will make a plan to address them	Spring 2020
Medium term	Ensure the environment supports the needs of children with social, emotional and behavioural needs	Develop spaces where children can go if they are feeling vulnerable or emotional	SENCo / ELSA TA	Spring 2020	There are safe spaces where children can go if they feel emotionally vulnerable	Autumn 2020
	Ensure children with SEND have their physical access needs met	Undertake a survey of staff and parents of children with SEND to review access needs of children with SEND	SENCo	Autumn 2019	Any physical access needs are identified and a plan is put in place to address these	Autumn 2020
Long term	Does the décor in school support the needs of children with SEND?	Investigate wall colours and lighting that support children with SEND to function effectively	SENCo	Summer 2020	Build outcomes of learning into plans for classroom re-decoration on a rolling programme	Autumn 2020

Planning duty 3: Information

Governing boards should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Issue	What	Who	When	Outcome criteria	Review
Short term	Is school information accessible to parents with sensory impairment?	Review and ensure initial information gathered from parents includes any sensory needs of parents. Where this is the case, ensure this is followed up with a conversation with the parent to offer information in a way that is accessible to them, eg: larger print format, orally	School Business Officer	Autumn 2019	School is aware of sensory needs of parents and provides information in an accessible way	Summer 2020
	Are there cases of sensory impairment that school does not know how to meet?	School seeks advice from external advisors	SENCo / School Business Officer	Spring 2020	School is aware of local services for converting written information into alternative formats should they be needed	Summer 2020
Medium term	Review record keeping to ensure awareness of children with SEND is shared appropriately to relevant staff	Check information held on RM is up to date and accurate, and that this is reviewed and updated periodically. This includes: <ul style="list-style-type: none"> Updating medical forms annually Termly checks with SENCo to ensure information is up to date Information about any children with significant health needs or allergies is recorded on a chart with the child's photo and displayed where staff can access it, but confidential to parents/carers 	School Business Officer	Spring 2020	School is confident that information held is up to date and accurate and relevant staff have the information they need to support children's needs	Autumn 2020

<p>Long term</p>	<p>Is public information on the school website accurate?</p>	<p>Review the content of information on the school website to ensure SEND and accessibility information is up to date and accurate.</p>	<p>Headteacher / SENCo</p>	<p>Autumn 2020</p>	<p>Publicly available information on the school website in relation to SEND and accessibility is accurate</p>	<p>Spring 2021</p>
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