

Accessibility Plan

Acre Rigg Infant School

Last reviewed in	March 2022
Next review due	March 2025



Every child Every day Every way Experiencing success

**Acre Rigg Infant School Accessibility Plan
2022 to 2025**

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Acre Rigg Infant School aims to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Equalities and Diversity

Acre Rigg Infant School demonstrates a strong culture of inclusion through the vision, values and ethos and aims of the schools. Staff and governors are committed to promoting equality of opportunity across the schools' communities and take seriously the requirements of the Public Sector Equality Duty as defined by legislation in 2010: <http://www.legislation.gov.uk/ukpga/2010/15/section/149>

The Public Sector Equality Duty aims to:

- Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act. By removing or minimising disadvantages suffered by people due to their protected characteristics.
- Advance equality of opportunity between people who share a protected characteristic and those who do not. By taking steps to meet the needs of people from protected groups where these are different from the needs of other people
- Foster good relations between people who share a protected characteristic and those who do not. By encouraging people from protected groups to participate in public life or in other activities where their participation is disproportionately low

Acre Rigg Infant School Equality Objectives

1. To enable everyone in our school to engage in every activity that is offered
2. To promote awareness of the rights of children at all times
3. To engage with all stakeholders and help them to have their voice heard in school
4. To enable our school community to accept that our children, their families and our community is diverse
5. To celebrate diversity and promote a curriculum to support engagement with all of our community

Acre Rigg Infant School is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Statutory responsibilities

The Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001, places a duty on all schools and LEAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility and strategies for their individual school.

Schools and LEAs are required to plan for:

- Increasing access for disabled pupils to the school curriculum. 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.
- Improving access to the physical environment of schools. This covers improvements to the physical environment of the school and physical aids to access education.
- Improving the delivery of written information to disabled pupils. This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. E.g. handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

Current Position of Acre Rigg Infant School (Updated March 2022)

The current range of disabilities within Acre Rigg Infant School includes autism and ADHD. We currently have no registered disabled children.

Educational Health Care Plans are produced and updated in partnership with parents, the SENCO, staff and professionals from outside agencies.

The school has children with a range of medical needs such as epilepsy, visual or hearing impairment, allergies, and asthma inhaler users.

Individual Medical Care Plans are produced and updated in partnership with parents, the SENCO, staff and medical professionals.

Acre Rigg infant School has well-equipped First Aid facilities, all staff have Emergency First Aid at Work certificates and 14 have Paediatric First aid certificates.

Should a child join school with a disability, parents and carers are invited into school to discuss their needs and to ensure accessibility needs can be assessed and met prior to their commencement at the school.

If required, an application to Durham County Council would be made to access necessary funding.

The school has several parents, grandparents and siblings who have mobility difficulties. The school operates an open-door policy and encourages parents and to come to us with any difficulties both informally and formally.

3. Acre Rigg Infant School Accessibility Plan (2022 -2025)

Acre Rigg infant School is committed to inclusive mainstream education and equal opportunities for all. Since September 2002 the Disability Discrimination Act laid a new duty on schools and LEAs to plan to improve accessibility over time.

We will continually plan to:

- **Increase access for disabled pupils to the curriculum** - This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or visits.
- **Improve access to the physical environment of schools** - This covers improvement to the physical environment of the school and physical aids to access education.
- **Improve the delivery of information to disabled pupils and parents** - This includes using communication aids with children to support them with both school routines and their learning and communicating effectively with parents, eg. verbal as opposed to written communication or the use of an interpreter.
- **Increase access to the curriculum** - Teachers and teaching assistants all receive training regarding how to teach and support disabled pupils. This is arranged by the SENCO. Regular updates are also shared and individual training is arranged as necessary.

Current practice at Acre Rigg Infant School:

Curriculum and outcomes:

Lessons are planned and are responsive to pupil diversity.

All pupils are encouraged and supported to take part in all activities, including music, drama and physical activities.

All staff seek to remove all barriers to learning and participation; alternative ways to give access to experience and understanding from particular activities are considered when necessary.

We have high expectations of all pupils and closely monitor progress of all pupils.

Access to the physical environment:

Access to Acre Rigg Infant School is limited. To enter the grounds assistance will be given following instructions on the sign on the school gate. The school playground can be accessed from the main road, Acre Rigg Road. Entering school from the car park, the main entrance is wheelchair accessible. Physically disabled visitors, staff and children can access the school hall and adult toilets. There are stairs to each level of the school building once inside, with limited external access to Classes 1,2, 5 and 6. Full assistance will be given by staff to promote access within reason.

Step edges are highlighted and handrails are available to support the access for people with a visual impairment.

All academic, sporting and play areas are of an adequate size and layout to allow access for all pupils. All areas are well lit.

All areas are tidy and well organised.

One slip flooring is in place in wet areas, toilets and the nursery.

Children's changing facilities are available in the nursery and the disabled toilet.

Improved visibility of steps and potential trip hazards is in place for pupils, staff and visitors with visual impairment.

Signage and routes through the school are reviewed as part of the Health and Safety inspections and Fire Risk Assessments (3 yearly) and changes are made as necessary.

Delivery of written information:

We ensure that all pupils understand the tasks they are set. This may be through adult support and the use of pictures, symbols, breaking tasks down into smaller parts, now and next boards, differentiation of task and, when relevant, the level of reading difficulty within materials.

Our screens and printers allow us to present information in large print if necessary.

The SENCO will seek the assistance of the LEA if other formats, e.g. Braille, a specific foreign language, are required.

Medical provision:

Staff are trained in diabetes, auditory difficulties and how to support children who are partially sighted, ASD needs, asthma and EpiPen use. Staff are trained in administering medicines.

4. Management, Coordination and Implementation

We have included a range of stakeholders in the development of this accessibility plan, including: pupils, parents, staff and governors of the school. The school supports any available partnerships to develop and implement the plan.

This plan should be read in conjunction with the SEND policy, Equality and Diversity policy, Administration of Medicines policy, and Supporting Pupils with Medical Needs policy.

The plan will be made available online on the school website, and paper copies are available upon request.

Acre Rigg Infant School's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in our schools, the complaints procedure sets out the process for raising these concerns.

Monitoring:

The accessibility plan will be updated every 3 years – next due January 2025. It will also be reviewed regularly by the governors as part of the school improvement plan and revised if necessary over the three years.

5. Accessibility Plan – Key Targets

Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum.

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

SHORT TERM				
Targets	Strategies	Timescale	Responsibilities	Success Criteria
To liaise with Nursery providers to review potential intake for Sept 22 – Sept 25	To identify pupils who may need additional to or a different form of provision for Sept 22 to Sept 25 intake	Sept 22 – Sept 25	HT SLs	Procedures/equipment /ideas set in place by July 2022 to July 2025
To establish links with Key Stage 2 provision – mainstream and special- to promote effective transition from our school	To identify pupils who may need additional to or a different form of provision for July 2020 to July 2022 transition	Sept 2019- July 2020	HT SLs CTs	Procedures/equipment /ideas set in place by July 2022 to July 2025 Transitions are reported to be effective
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT SLs Subject Leaders	All policies clearly reflect inclusive practice and procedure
To establish close liaison with parents	To ensure collaboration and sharing between school and families Home visits Family engagement activities Parent/Carer consultation meetings Parent/Carer questionnaires Open Door policy	Ongoing throughout 2022-025	All staff	Clear collaborative working approach

<p>To establish close liaison with outside agencies for pupils with on- going health needs. Eg Children with severe asthma, epilepsy or mobility issues.</p>	<p>To ensure collaboration between all key personnel Links with SEND and Inclusion service, Speech and Language Service, OT service – advice and targets continued in school Links with School Nurse including talks to parents on specific issues</p>	<p>Ongoing throughout 2022- 025</p>	<p>HT TAs Outside agencies</p>	<p>Clear collaborative working approach</p>
<p>To ensure full access to the curriculum for all children, as far as possible</p>	<p>Referrals for specific pupils to SEND and Inclusion Support Plans and Educational Health care Plans A differentiated curriculum with alternatives offered The use of P levels to assist in developing learning opportunities for children and also in assessing progress in different subjects A range of support staff, including trained teaching assistants Use of interactive ICT equipment Specific equipment sourced from outside agencies Spaces created for children for access to sensory provision/place to relax/ quieter learning Training for staff</p>	<p>Ongoing</p>	<p>Teachers SENDCO Ed Psych</p>	<p>Advice taken and strategies evident in classroom practice Children supported and accessing curriculum.</p>

MEDIUM TERM				
Targets	Strategies	Timescale	Responsibilities	Success Criteria
To finely review attainment of all SEN pupils.	Pupil progress meetings SEND review meetings	Termly	HT SENDCO CTs	Targets are SMART and fit for the needs of each child Provision mapping shows clear steps and progress made
To develop skills and knowledge of all staff to improve support for diverse needs	Seek training opportunities for staff Facilitate increased knowledge of staff Cascade knowledge of trained/ experienced staff to improve understanding of wider range of staff Provide support for new staff from internal specialists and external specialists	Annually at performance review meetings	HT SENDCO CTs	Skills and knowledge shared and improved across staff team
LONG TERM				
Targets	Strategies	Timescale	Responsibilities	Success Criteria
To evaluate and review the above short and long term targets annually	See above	Annually	HT SLs	To evaluate and review the above short and long term targets annually
To deliver findings to the Governing Body	Finance and Premises and Curriculum Governors meetings	Annually Termly SEND Governor / SENDCO meetings	HT SLs SENDCO SEND Governor	Governors fully informed about SEND provision and progress

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils and parents can take advantage of education and associated services.

SHORT TERM				
Targets	Strategies	Timescale	Responsibilities	Success Criteria
Ensure visually appropriate environment for all children	<p>Colourful, lively displays in classrooms and inviting role play areas alongside calmer less vibrant displays in areas used by children with ASD and children with other sensory needs.</p> <p>Learning walks to monitor school environment.</p> <p>Calm spaces developed to include sensory stimulating lighting and opportunity for calming coloured lighting</p>	Ongoing	HT Teaching staff	Appropriate and inviting environment maintained.
Ensuring all with a disability are able to be involved.	<p>Create access plans for individual children as part of Support Plan/ EHCP process</p> <p>Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc.</p> <p>Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events</p> <p>Close liaison with all parents/carers</p>	Ongoing	All staff Governors Parents/carers	Enabling needs to be met, where possible

To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identify training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	HT External agencies Parents/carers	Children's medical needs met
Ensuring disabled parents/carers have every opportunity to be involved	Adopt a proactive approach to identifying the access requirements of disabled parents Offer a conversation to explain letters home for some parents who need this Support parents/carers with written correspondence Share and offer all documentation in a variety of formats including alternative languages	Ongoing	All staff	Disabled parents/carers are not discriminated against and are encouraged to take interest and be involved in their child's education Involvement of all parents/carers in their child's education
MEDIUM TERM				
Targets	Strategies	Timescale	Responsibilities	Success Criteria
To continue to improve community links	To ensure collaboration and sharing between school and the community Home visits Family engagement activities Parent/Carer consultation meetings Parent/Carer questionnaires Open Door policy	Ongoing	All staff	Improved community cohesion

LONG TERM

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Improve physical environment of school	The school will take account of the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.	Ongoing	HT SLs Governors	Enabling needs to be met where possible.
To ensure driveway, roads, paths around school are as safe as possible.	Communication with parents via safety messages, letters Liase with the Traffic Enforcement Team re parking issues and restrictions	Ongoing	HT Caretaker LA	No accidents

Aim 3: To improve the delivery of information to disabled pupils and parents.

SHORT TERM				
Targets	Strategies	Timescale	Responsibilities	Success Criteria
All parents/carers have access to all necessary information	Regular communication with parents Oral communication, as opposed to written, when necessary Communication support from the LA as required	Ongoing	All staff LA	Two way, regular communication in place.
To ensure all parents/carers, who are unable to attend events in school because of disability, have access to school staff and professional meetings	Staff to send information home or hold telephone calls or online meetings	Ongoing	HT SLs CTs	Two way, regular communication in place.
MEDIUM TERM				
Targets	Strategies	Timescale	Responsibilities	Success Criteria
To review children's records ensuring school's awareness of any disabilities	Information collected about new and current children. Records passed up to each class teacher Changes during year to be shared with relevant staff End of year transition meetings Annual reviews Medical forms updated annually for all children	Annually	All staff	Each teacher/staff member aware of disabilities of children in their classes

LONG TERM

Targets	Strategies	Timescale	Responsibilities	Success Criteria
Accurate record system in place	Record keeping system to be continually updated – SIMS, Medical File, SEND Register	Ongoing	HT SLT Admin Staff	Effective communication of information about disabilities throughout school.