



Accessibility Plan 2017 – 2020 & Review

This policy was adopted/updated:	June 2017
This policy will be reviewed:	June 2020
Governor Committee Responsibility:	RPC
Statutory policy:	Yes

MAPLE INFANTS' SCHOOL ACCESSIBILITY PLAN 2017 - 2020

~ TOGETHER WE LEARN AND GROW ~

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations

Introduction

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The Equality Act places a duty on schools that we must not 'unlawfully discriminate against a pupil or prospective pupil because of their disability, race, sex, gender reassignment, religion or belief or sexual orientation'.

The Equality Act 2010 defines that a person has a disability 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

For further information regarding this definition please see www.gov.uk/definition-of-disability-under-equality-act-2010

The Accessibility Plan is a statutory document for schools as identified by the Department for Education. The Plan must be reviewed every three years and be approved by the Governing Body. At Maple Infants' school the Plan will form part of the responsibilities held by the Resource and Personnel Committee.

The Accessibility Plan at Maple Infants' School has been developed in consultation with parents, staff and governors. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website.

Maple Infants' School promotes a positive attitude towards diversity and is committed to providing a service that is responsive to the needs and aspirations of the diverse community which we serve. This commitment is therefore reflected in the school's accessibility plan. The plan encourages a proactive approach to improving access for stakeholders.

The main priorities in the accessibility plan are to:

- Improve access to the **physical environment** of the school. This covers reasonable adjustments to the physical environment of the school, physical aids to access education and the addition of specialist facilities where necessary.
- Ensure access to the **curriculum** for pupils with disabilities to ensure that these pupils are as equally prepared for life as pupils without disabilities, in line with the requirements of the Disability Equality Act. This includes the classroom curriculum and the wider curriculum of the school, such as participation in school led clubs, cultural activities or school visits. It also includes the provision of specialist **aids and equipment**, where these will assist pupils in accessing the curriculum.
- Improve and make reasonable adjustments to the delivery of **written information** to pupils, staff, parents and visitors with disabilities, e.g. classroom hand-outs, letters, information about the school and school events. The information should be made available in the preferred format requested within a reasonable time frame.

This Plan should be read in conjunction with the following school policy documents:

- Anti-Bullying Policy
- Complaints Procedure
- Health and Safety Policy
- Positive Behaviour Policy
- Single Equality Scheme
- Special Educational Needs Information Report
- Supporting Pupils with Medical Needs Policy

AIMS AND OBJECTIVES AT MAPLE INFANTS' SCHOOL 2017 - 2020

Current Good Practice	Priority	Action	Success Criteria	Evaluation 2020
Links are made with feeder settings and where possible visits are made ahead of a child joining for information sharing.	To further develop opportunities for information sharing with local nurseries and pre-schools	Admission forms to be sent to families in a timely manner – early information gathering. Maple staff to contact nurseries and pre-school settings prior to establishing class lists.	Children with any additional needs are identified early. Reasonable adjustments to be considered to support pupil access to the curriculum.	EYFS leader has developed strong links with feeder Nursery settings to enable effective information sharing at the earliest opportunity. Where transition events take place within the local authority, relevant staff from Maple always attend. Every year our admissions forms are reviewed to ensure that the questions asked are relevant and support transition.
Whole school ethos in place for inclusive practice.	To ensure that all curriculum based policies promote inclusive practice to support individual needs	To agree a shared statement of commitment for pupils with disabilities to fully access the National Curriculum.	Needs of individual children are met in order to enable them to access the curriculum.	Staff are aware that all curriculum areas must be accessible for all children. More recent curriculum review in place – will be reflected within this.
School is well equipped with physical resources to support the varying needs of pupils.	To give consideration for the use of visual and concrete resources that aid understanding and independence for all children, including those with disabilities	Visual timetables to be displayed in all classes. Resources have been identified to effectively support learning. Resources purchased. Teachers plan effective opportunities for independence.	Visual and concrete resources are routinely used within class and as an integral part of learning. Children with disabilities are supported in their understanding and independence without having to rely exclusively on adults. Children's anxieties are reduced.	Visual and concrete resources both within classrooms and shared spaces. Visual timetables are displayed and made reference to in all classes across the school. Staff wear relevant visuals on lanyards for easy access and representations which often support the specific needs of pupils. A wide variety of resources have been purchased to support accessibility both for targeted support as well as more generic, including chewy jewellery, colour overlays, pencil grips, therapy, therapands, fiddle toys.
All staff carefully plan for the provision of all pupils within off-site risk assessments prior to visits. These are quality assured by the Senior Leadership Team with a particular view to pupils with additional needs.	To ensure that the needs of children with a disability are catered for when planning and taking part in all off site activities to enable them to fully access the wider curriculum successfully	Staff carefully consider the learning needs of all pupils when planning trips and give due regard to any disabilities. Staff discuss any intentions of an educational visit with a member of SLT prior to booking.	All children are able to successfully access learning during off site activities	Robust and thorough risk assessments reflect individual (adults and children) needs including those with disabilities or additional needs.

All pupils with an EHCP have a one page profile in place.	To ensure that all children with disabilities have a one page profile that clearly identified any actions to enable them to access the curriculum fully.	Any outside agency advice is included on one page profile. Staff are fully aware of the child's individual needs and their one page profile and these are followed through to maximise their curriculum access.	All children are able to access the curriculum fully. Specific needs and access requirements are identified and carried out for children with disabilities.	One Pager profiles are in place for all children with EHCPs. These are personalised to match the individual child's interests and are updated at least annually. Other children on the SEN register also have one page profiles where needed.
Staff have received specific training to support the needs of current pupils e.g. ADHD, Attachment. Staff working with pupils with medical needs have received specific training.	To responsively identify the training needs of staff team as they arise with regard to specific disabilities and curriculum access issues.	Proactive awareness of new intake and potential training identified. Effective links with external agencies to support training requirements where necessary.	Staff feel confident with their understanding of specific disabilities. Staff are able to successfully personalise the provision for a child to maximise their access to the curriculum	All staff have attended autism training with AfC lead specialist for Autism. NQTs access AfC training which covers additional needs. Individual staff have accessed training based on the needs of pupils e.g. ADHD, PDA, Food Therapy, Lego Therapy, SCIP training. All training has assisted staff to increase awareness, planned provision and evaluate practice. School have also committed to begin the Attachment Aware School Award with the Virtual School from September 2020.

Current Good Practice	Priority	Action	Success Criteria	Evaluation 2020
Classrooms are well equipped with appropriate storage. Staff are encouraged by the Senior Leadership Team to review learning spaces and resources regularly.	To ensure that all learning spaces are optimally organised to promote the participation and independence of children with disabilities	Staff to seek advice on how to present their learning space for pupils with additional needs – advice may come from internal sources e.g. SENCo or external professionals e.g. EP, OT. Photographs and visuals support the physical labelling of resources so children	Children with disabilities are included fully within all lessons	Refurbishment of Nursery space, both inside and outside has enabled an increasingly child centred learning environment, allowing and supporting effective continuous provision. The inside environment has been re-designed with Early Excellence to ensure that it promotes participation and independence across the setting. The external environment and new physical development space have been designed to support participation. Reception use a continuous provision approach and have re-developed their external learning space to ensure it maximises independence for all. Creation of The Nest as a nurture space outside of the classroom environment to support wider needs where necessary.
Gradient of the slope to the approach to the front door has been	To ensure that effective systems are in place to improve access for all	Improve signage to invite visitors to request	All children and families will be able to access the office safely.	Increased staff awareness to request any access requirements for visitors to the school – this includes larger audiences as well as individual visitors. When

reduced having previously been identified as requiring this action. CCTV available to view who is approaching school which will support identification of visitors who need support. Doors at entrance can both be opened to improve access.	within the front entrance and office areas.	assistance for access if required. Highlight gated entrance to the office area. Office team to welcome visitors and request any access requirements prior to visit where possible. Investigate making alterations to the office in order to make it accessible to wheelchair users.	Positive feedback received from users.	visits are arranged, staff request any access requirements which may be needed to help to successfully support visits within the school environment. Signage at the gate to indicate whether a visitor requires assistance, a member of the office team is always happy to help any visitors. The office space has been reconfigured to provide a larger, lower levelled opening for visitor to communicate with the office team, this would now be suitable for a wheelchair user.
Evacuation information displayed throughout school building. Upper storey within new build has a 'safe space' for waiting to be evacuated – evacuation phone available. Senior Leaders, SBM and Office Team know that in the event of a fire evacuation.	To ensure all disabled people can be safely evacuated	Personal emergency evacuation plans in place for all disabled pupils and staff, as necessary. Office staff awareness of any visitors who may be disabled Staff are fully aware of their responsibilities in evacuation by being aware of individual needs.	All children and staff who have been identified as requiring a PEEP have one in place and relevant staff are aware and feel able to action this as required.	PEEPs in place for any key pupils requiring them. SBM to attend PEEP training to increase understanding of the environment and needs to support evacuation procedures. PEEP's to continue to be updated when necessary.

Current Good Practice	Priority	Action	Success Criteria	Evaluation 2020
Senior Leadership Team are aware of some staff who may be able to assist with translation. School has an open door policy for families who are seeking support.	To continue to improve opportunities to support effective communication	Identify any staff members who speak, read or write in other languages to assist parents or visitors if necessary.	Staff who are able to communicate in a language other than English, identified and invited to support families who speak particular language as needed.	SLT sought feedback from staff regarding other languages spoken. SLT know which languages staff members are able to speak to support translation. BSL interpreter used for relevant meetings to aid communication. Google Translate is also used when necessary. Our parent community also support each other, with school becoming increasingly aware of languages spoken by family members who may be able to support more isolated families.
Visual timetables are in place within some classes. Updated Assessment and Marking	To improve the delivery of written information and support understanding for pupils	Ensure that visual timetables are displayed and made reference to in all classes – broken	Children are able to use visual timetables to support their understanding of their	Visual timetables displayed in all classes. Personalised now and next boards in place for key pupils. Marking Policy fully in place and symbols

<p>Policy in place and include symbols to support feedback.</p>		<p>down into first and then next. To ensure marking symbols (Assessment & Marking Policy) are in full use to support pupils identifying next steps in learning.</p>	<p>day and the steps within it. Children understand the marking codes and are able to apply their next steps or new learning independently.</p>	<p>used to support feedback – monitored by SLT during learning walks and book looks. Children are encouraged to ask when they do not understand next steps.</p>
<p>Improvements have been made to the information on school website. School has access to text and email correspondence. Parents have been asked how they would like to receive communication through parent survey.</p>	<p>To continue to improve the delivery of written information through alternative formats</p>	<p>Develop use of school app to offer information in an alternative, user friendly format.</p>	<p>Families are able to access information easily using the school app.</p>	<p>ParentMail established to aid communication from school via app. Using this media has supported individuals who are visually impaired as well as families who speak English as an additional language and can access google translate to support/text to speak. Consider use of Google Classroom.</p>
<p>Positive relationship with families currently in place.</p>	<p>To make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors where required</p>	<p>Staff to welcome visitors and request any access requirements to written information. Ensure that parents, carers and visitors understand the importance of making their needs known to the school and know how to do so so that school can seek to make reasonable adjustments.</p>	<p>School has sought to provide written information in different formats when requested for individual purposes.</p>	<p>School admissions form includes space for parents to share any access requirements. Open communication between identified families supports this being a two way process and families will also indicate to school any further needs.</p>

ACCESS AUDIT

Features	Description	Actions to be taken	Person responsible	Date to complete actions
Number of storeys	The main school building is one storey with two classes on a second storey in the new building.	N/A	N/A	N/A
Corridor access	All corridors have wheelchair wide access.	Ensure corridors are kept clean, tidy and uncluttered.	All staff	Ongoing
Lifts	One key operated lift is situated in the new building.	Office staff to inform any disabled visitors of the existence of the lift and the safe haven area. Office staff, SBM, DHT & HT to be trained in lift usage.	Office team School Business Manager to arrange lift training.	Ongoing 21 st July 2017
Parking bays	The school has a staff carpark. There is no designated disabled parking bay. There is also on street parking adjacent to the school.	Any visiting disabled badge holder will be given a parking space in the staff carpark if no suitable on street bay is available.	Office team	Ongoing
Entrances	The front entrance has a steep incline that may make wheelchair access difficult. The front gate has a buzzer that visitors press to gain access to the school. The gate is controlled by the office team who can provide access assistance if required.	Improve signage to invite visitors to request assistance for access if required. Highlight gated entrance to the office area. Office team to welcome visitors and request any access requirements prior to visit where possible.	Office team School Business Manager (SBM)	Ongoing
Ramps	See entrance & hall sections	N/A	N/A	N/A
Toilets	Two disabled toilets are available. One is situated in the staff toilets and is only suitable for adults. The second is situated in the new building and is suitable for both children and adults. A wide access children's toilet is also available in the year 1 toilet block.	Emergency lighting needs to be installed in the disabled toilet in the new build. Office team to inform disabled visitors of the location of the disabled toilets.	SBM/Kier Office team	01/09/2017 Ongoing
School reception area	Current hatch to the school office is not ideal for wheel chair user. Hatch needs to be enlarged and lowered.	Alterations to be made to make the office more accessible to wheel chair users.	SBM/Office manager	01/09/2017
Internal signage	See entrance section.			
Emergency escape routes	All classrooms have level, direct escape routes to the playground. The hall doors to the playground have a step that may not allow easy wheelchair exits.	See Hall actions	N/A	N/A

Playground equipment	Current playground equipment has several different methods of access.	Future playground equipment purchases will be assessed to allow for maximum disabled access	SBM/HT/SENCo	Ongoing
Dining facilities	Wheelchair accessible dining room tables are available. The hatch where children collect their meals is also wheel chair accessible. Lunchtime club, run by a TA, is available at times during the week to support any pupils who require quieter lunchtime environment.	Lunchtime club to continue. Any individual resources which are required for pupils to support their independence at lunchtime (e.g. adapted cutlery) to be used.	SBM/HT/SENCo	As required
Hall	Wheel chair access to the hall is available via the main corridors - access to the hall from the playground has a step. This entrance may therefore not be accessible to wheel chair users.	Any alterations to the hall should include adaptation of the exit to accommodate wheel chair users. In the meantime a management plan to be put in place to ensure the safe evacuation of any wheel chair users in the hall.	Office team/SBM/HT	Ongoing