



Accessibility Plan 2022 - 2025

This policy was adopted/updated:	January 2022
This policy will be reviewed:	January 2025
Governor Committee Responsibility:	RPC
Statutory policy:	Yes

MAPLE INFANTS' SCHOOL ACCESSIBILITY PLAN 2022 - 2025

~ 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

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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

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.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

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

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan.

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.

AIMS AND OBJECTIVES AT MAPLE INFANTS' SCHOOL 2022 – 2025

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM: INCREASE ACCESS TO THE CURRICULUM FOR PUPILS WITH A DISABILITY				
Current Good Practice				
<ul style="list-style-type: none"> ➤ Whole school ethos in place for inclusive practice ➤ Our school offers a differentiated curriculum for all pupils ➤ Our school is well equipped with physical resources to support the varying needs of pupils ➤ Pupil progress is tracked for ALL pupils, including those with disabilities ➤ Subject leaders review the curriculum to ensure that it meets the needs of all pupils ➤ 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. ➤ Visual timetables used consistently across the school. 				
Priority	Action	Responsibility	Timescale	Success Criteria
To ensure that classrooms are optimally organised and appropriate equipment is provided to promote the active participation and independence of all pupils	Classrooms are well organised and general equipment is labelled (non-negotiables in each phase met). Children are taught to respect resources and look after them. All children are taught how to access resources to promote independence. Appropriate equipment is in place which supports the need of individual pupils e.g. specialist seating, sloping boards, coloured overlays, pencil grips, move and sit cushions. Additional resources are purchased to support specific needs if necessary.	Class Teacher, TAs & EYFS/KS1 Leaders SENCo & CTs SENCO & CTs	From summer 2022 & ongoing Ongoing Ongoing Ongoing and in response to need Purchased in response to need/advice	Increased access to curriculum Needs of all learners met Increased independence All children make good or better progress Children are well prepared for next stage of learning journey
To increase dual coding strategies in order to support equal access to information in a format which can be understood by all.	Staff consistently use visual images to support learning and enhance progress. Staff to use general LGFL access to Widget in the interim (limited access) School to obtain yearly subscription to Widget Online (£900). Staff use and promote dual coding across all curriculum areas.	Class Teacher Class Teacher, TA and EYFS/KS1 Leaders School Business Manager Class Teachers, Subject Leaders, TAs.	From Spring 2022 From Spring 2022 From Summer 2022 Ongoing	Dual coding strategies in use across all curriculum areas which all children access. Increased independence. All children make expected or better progress.

<p>To ensure that the needs of children with disabilities are carefully considered when providing home learning opportunities and additional adaptations or resources provided to support this commitment.</p>	<p>Home learning opportunities are carefully planned to meet needs of all learners. Additional resources are provided or given access to for learners who require them. Expectations and guidance is clearly shared with parents/carers. Staff follow up with pupils and parents to ensure learning has successfully taken place.</p>	<p>Class Teacher, EYFS/KS1 Leaders, Subject Leaders</p>	<p>Ongoing Ongoing Ongoing – especially when introducing new strategies Ongoing</p>	<p>All children are able to access home learning. All children access home learning. Families feel supported and know how to support their children.</p>
<p>To ensure that disabled children can take part equally in lunchtime provision.</p>	<p>Explore how all children feel about current lunchtime provision in place (include those with additional needs). Identify barriers (with children and SMSAs) and how these can be overcome. Identify additional resources/provision & purchase. Monitor provision and evaluate effectiveness/next steps.</p>	<p>HLTA HLTA/SMSA HLTA & SBM HLTA</p>	<p>Spring 2022 Spring 2022 Ongoing Ongoing</p>	<p>All children are able to successfully access lunchtime provision if wanted. Reasonable adjustments are made where necessary to support specific pupils.</p>
<p>To ensure that disabled children can take part equally in after school activities.</p>	<p>Explore whether children with SEND access after school clubs. Identify potential barriers or challenges when they do attend. Explore support available or provisions which can be adapted to support. Monitor provision and evaluate effectiveness/next steps.</p>	<p>SENCO/Office team SENCO/Office team SENCO SENCO/Office team</p>	<p>Spring 2022 Ongoing Ongoing Ongoing</p>	<p>Any children with a disability are able to access at least one after school activity if required each year.</p>
<p>To continue to ensure that the needs of children with a disability are catered for when planning and taking part in all enrichment activities to enable them to fully access the wider curriculum successfully</p>	<p>Enrichment activities are carefully planned for to enhance learning opportunities and develop cultural capital for all pupils. Ongoing dialogue with parents when planning opportunities for individual pupils. Robust risk assessments in place to support needs of individual pupils and how reasonable adjustments support those with disabilities.</p>	<p>Class teacher, EYFS/KS1 leader Class Teachers – SENCo support where/if necessary Class teacher, EYFS/KS1 leader</p>	<p>Ongoing Ongoing Ongoing</p>	<p>All Children successfully access all enrichment activities which supports their progress and learning. Appropriate reasonable adjustments made as needed.</p>

<p>To review PE curriculum to ensure PE is accessible to all pupils</p>	<p>Discuss current PE curriculum with staff, pupils & Sports Coach. Explore pupil voice, particularly children with additional needs – identify their experience. Identify barriers and ascertain how these can be overcome.</p> <p>Adapt PE curriculum as necessary. Provide support to class teachers where necessary.</p>	<p>PE Leader</p> <p>PE Leader</p> <p>PE Leader – support from SENCO as necessary. PE Leader – support from SENCO as necessary.</p>	<p>Spring 2022</p> <p>Spring 2022</p> <p>Spring 2022</p> <p>From Summer 2022 Ongoing</p>	<p>All children receive full PE offer.</p> <p>PE curriculum meets the needs of all children – PE curriculum is not narrowed for any child.</p> <p>All pupils are able to excel in PE.</p>
<p>To improve staff awareness to specific disability issues as needs arise</p>	<p>Specific staff identified to access training as more complex/highly specialised needs are identified. Training opportunities identified e.g. professional reading, research, online training, face to face, 1:1, with parent, with medical professionals etc. Staff carry out relevant training.</p>	<p>SENCo/HT All staff</p> <p>SENCo/HT</p> <p>All staff as relevant</p>	<p>As identified</p> <p>As soon after identification as possible.</p> <p>As soon after identification as possible.</p>	<p>Staff have a greater understanding of specific conditions.</p> <p>Pupils are supported with increased understanding and therefore increased effectiveness.</p>

AIM: IMPROVE AND MAINTAIN ACCESS TO THE PHYSICAL ENVIRONMENT

Current Good Practice

- Improved signage at front door & verbally when arranging visits to invite visitors to request for assistance if required prior to entry into school.
- Gradient of the slope to the approach to the front door has been reduced.
- CCTV available to view who is approaching school which will support identification of visitors who need support.
- Doors at entrance and at various points around school can be opened to improve access.
- Lift enables access to second floor of school
- Disabled parking can be provided with notice in school car park for visitors
- Corridors are wide and accessibility is maintained.
- Playground is easily accessible from street.

Priority	Action	Responsibility	Timescale	Success Criteria
To improve the quality of provision for children with specific special needs, especially those requiring support to regulate emotions or behaviour.	Maintain tranquil area (The Nest) where children who suffer from over stimulation/need space to regulate feelings and emotions can go when needed. Ensure The Nest is well resourced. Liaison with relevant services for advice regarding provision e.g. Occupational Therapy. Explore wider nurture space to maximise provision for all.	1:1 support staff, TAs, Class Teachers 1:1 support, TAs, SENCO SENCO SBM/SENCo/HT	Ongoing Ongoing Summer 2022 From Spring 2 2022	Effective use of space which improves the quality of provision. Children able to quickly regulate emotions and swiftly return to learning. Staff maintain space for all ensuring that it is always equipped and ready for use.
To ensure physical environment is set up so that care plans can be acted upon swiftly, especially when providing daily care, so as to cause as little disruption to learning and social interactions	Identify specific needs within care plans alongside environmental challenges. Identify patterns/timetables of care required (where necessary) Purchase equipment/resources which will aid care to be given effectively and as close to classroom as possible. Wide range of staff to feel competent to be able to provide care and therefore children can access it at times, which are less disruptive.	HT/SENCo/Office team SENCO/HT SBM All staff (as relevant)	Ongoing Ongoing As required Ongoing	Children are able to access care safely and respectfully. Care causes as little disruption to learning and social interactions as possible. Children make good or better progress.
To ensure that the fire exits around the school environment are suitable for people with a disability.	Ensure all children and adults requiring a PEEP are identified. Review all current PEEPS and ensure PPEPS in place for any pupils identified as necessary.	SENCO/SBM/Office Team SBM	Spring 2022 Spring 2022	All disabled personnel and pupils have safe exit from school.

AIM: IMPROVE THE DELIVERY OF WRITTEN INFORMATION

Current Good Practice

- Visuals are used regularly within the school day to aid understanding of written information e.g. visual timetables, marking and feedback symbols.
- Website has been reorganised to support families to be able to locate information required.
- Positive relationship with families including open door policy.
- Google Classroom well established to support home learning and communication between home and school.
- Wide variety of languages spoken within our community.

Priority	Action	Responsibility	Timescale	Success Criteria
To increase dual coding strategies in order to support equal access to information in a format which can be understood by all.	<p>Staff consistently use visual images to support learning and enhance progress. Staff to use general LGFL access to Widget in the interim (limited access)</p> <p>School to obtain yearly subscription to Widget Online (£900). Staff use and promote dual coding across all curriculum areas.</p>	<p>Class Teacher</p> <p>Class Teacher, TA and EYFS/KS1 Leaders</p> <p>School Business Manager</p> <p>Class Teachers, Subject Leaders, TAs.</p>	<p>From Spring 2022</p> <p>From Spring 2022</p> <p>From Summer 2022</p> <p>Ongoing</p>	<p>Dual coding strategies in use across all curriculum areas which all children access.</p> <p>Increased independence.</p> <p>All children make expected or better progress.</p>
To continue to develop the use of Makaton to support pupils to be able to communicate and understand written information further.	<p>Staff to gain a wider understanding of Makaton. Key words identified to be learnt by all and shared. Staff to learn key words. Specific words to be identified for increased communication with individual pupils as necessary. Key staff to increase understanding and use of Makaton. Further staff training if necessary (external)</p>	<p>SENCo to deliver</p> <p>SENCo</p> <p>All staff</p> <p>SENCo & key staff</p> <p>Key staff</p> <p>SENCo & SBM</p>	<p>From Spring 2022</p> <p>Spring/Summer 2022</p> <p>Ongoing</p> <p>Ongoing</p> <p>Autumn 2022</p>	<p>Pupils increase ability to communicate.</p> <p>Makaton supports pupil's understanding of written information.</p>
To develop further strategies when delivering information to parents and external audience e.g. video, images, translated	<p>Staff to consider how best to share messages when delivering to parents and external audiences, e.g. email provides access to Google translate, video, images etc. Messages shared with families/external audience. Staff to access how effective message was delivered.</p>	<p>All staff</p> <p>All staff</p> <p>All staff</p>	<p>From Spring 2022</p> <p>From Spring 2022</p> <p>Ongoing</p>	<p>Communication with families and external audiences is successful.</p> <p>Website is easily accessible and provides relevant information.</p>

To develop the use of Tapestry within the EYFS to provide families with an understanding of their child's learning and progress and to support them to share their observations.	Review initial use of Tapestry within EYFS.	EYFS/Tapestry Lead	From Spring 2022	Families understand their child's learning journey as they are able to see videos and pictures which supports/highlights written information. Families are able to effectively share their experiences/observations from home.
	Explore any families not accessing – identify potential barriers.	EYFS/Tapestry Lead	Spring 2022	
	Explore strategies to overcome these/support etc.	EYFS/Tapestry Lead	Spring 2022	
	Monitor use of Tapestry and evaluate success.	EYFS/Tapestry Lead	Summer 2022	

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. Lighting has been improved in some areas of the school – foyer, office area.	Ensure corridors are kept clean, tidy and uncluttered. Lighting to be improved in corridor	All staff Spring 2022	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 trained in lift usage.	Office team	Ongoing
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.	Ensure signage remains clear to invite visitors to request	Office team School Business Manager (SBM)	Ongoing

	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. Highlight gated entrance to the office area. Office team welcome visitors and request any access requirements prior to visit where possible.	assistance for access if required. Explore whether lighting can be improved in spaces around school e.g. main entrance, car park (especially for during autumn/winter months)	SBM	Spring 2022
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.	Office team to inform disabled visitors of the location of the disabled toilets.	Office team	Ongoing
School reception area	Current hatch to the school office ideal for wheel chair user. Large hatch and low.	N/A	N/A	N/A
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	Availability of kitchen space to continue.	SBM/HT/SENCo	As required

	collect their meals is also wheel chair accessible. Kitchen space is available at times during the week to support any pupils who require quieter lunchtime environment.	Any individual resources which are required for pupils to support their independence at lunchtime (e.g. adapted cutlery) to be used.		
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

Monitoring Arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by Resources and Personnel Committee.

Links with other policies

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