

## Accessibility Plan

**School name:** Grange Lane Infant Academy

**3-year period covered by the policy:** June 2016 – June 2019

Policy agreed (name): Mrs L Chappell                      Date: June 2016

Policy to be reviewed (Insert proposed review date):

### Introduction

It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day to day life of our school and benefit from the educational experiences and services we provide.

We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The Equality Act 2010 defines disability as a *'physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'*

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason arising in consequence of a child or young person's disability
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Schools are allowed to treat disabled children / young people more favourably than non-disabled children / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school's offer to the same extent that a person without that disability can i.e. to put them on a more level footing with children / young people without disabilities
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

- They must not directly or indirectly

The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. All providers must make reasonable adjustments to procedures, criteria and practices and by the provision of auxiliary aids and services.

School governing bodies and proprietors must also publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

<b><u>ACTION</u></b>	<b><u>BY WHOM?</u></b>	<b><u>MONITORING</u></b>	<b><u>REPORT TO</u></b>	<b><u>SUCCESS CRITERIA</u></b>	<b><u>RESOURCES</u></b>
To provide regular training for all staff.	LA / SPT Specialists Inclusion coordinator, Principal.	Regular discussions with staff, Principal, Inclusion Coordinator.	Inclusion Coordinator, Principal.	All pupils with a disability will have equal access to the curriculum.	All staff.
Ongoing medical training for staff on key medical issues for current children.	Specialist nurses.	SENCO Recorded in Staff CPD files.	Principal / Inclusion Coordinator.	All disabled pupils will be safe and staff will be fully equipped to deal with emergencies.	Specialist nurses. Staff time.
Continue to build upon current good practice with regard to liaising with other settings / home for all children, especially those with a disability.	Inclusion Coordinator, Class teachers.	FS coordinator, Principal, Inclusion Coordinator.	All staff, Governors.	Transition to school will be smooth and inclusive.	Inclusion Coordinator. Area SENCo, Portage Children's Centre, Early Years settings, staff, Professionals linked to children / family.
Audit resources and information held in school with regard to SEN.	Inclusion Coordinator.	Principal, Primary Advisor, Inclusion Advisor.	Governors.	All staff will be aware of resources in school to meet individual needs.	All resources, Specialist resources.
Ensure all trips are accessible to pupils.	Class teacher, EVC, Parents / carers, Liaison with site.	Principal, EVC.	Governors.	All pupils will be able to access their class visits / events in school by visitors.	EVOLVE permission, Risk assessments.
QFT planning includes opportunities for all pupils to achieve and be included.	Class teacher, LSA, NTA.	Principal, Inclusion Coordinator, Assessment Co-ordinator.	Governors.	All planning will continue to meet the need of every child.	Planning files, Assessment files.
Pupil Profile Provision maps / IEPs as required/ care plans continue to accurately reflect interventions that are additional to and different from those provided for other pupils.	Class teacher / Inclusion Coordinator (with a view that class teachers keep Inclusion Coordinator updated)	Inclusion Coordinator, Principal.	SMT	Provision Maps and Pupil profiles and Assessments / targets will continue to show strategies and interventions and outcomes.	Supporting proformas, SIMS.

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Continually review fire policy to include strategy for assisting disabled pupils / staff/ visitors during evacuation.	Inclusion Coordinator, Site Manager.	Principal, Site Manager.	Governors.	All adults / children will be evacuated safely in the event of a fire / drill.	Fire management Policy.
School Prospectus / web site.	SMT. SPT ICT support.	Principal.	Governors.	Parents / Carers will be able to make informed choices based on accessibility, SEND report, SEND local offer on website.	School Prospectus, Office staff time.
Ensure all staff/ Governors are aware of who are the pupils with a disability and have an awareness of disability.	Inclusion Coordinator, Principal, Outside specialists, SPT Inclusion Advisor.	Principal.	Governors.	Staff are aware of what is a disability and which pupils / adults this applies to.	Meeting time, Outside specialists, Cost as applicable, All staff have updated copies of vulnerable children register(half termly meetings)
Ensure that parents/pupils/staff are reminded of and assured of confidentiality when disclosing / sharing information and know that these will be handled sensitively( reminders and awareness that safeguarding overrides confidentiality)	Inclusion Coordinator (with prospectus / Nursery booklet)	Principal.	Governors.	All adults / children will feel confident to fully disclose information in regard to their disability.	Staff time.

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Take proactive planned steps to raise awareness of disability / disability harassment. Increase resources.	Whole staff, PSHE Coordinator.	PSHE Coordinator, Inclusion Coordinator.	Principal	All pupils will be aware of harassment and take steps to be fully inclusive.	Planning time, Pictures, Books Financial printing / purchase of books / posters PSHCE Jigsaw scheme of work.
Revision of Behaviour Policy to include clear steps that will be taken in the event of negative disability language.	Staff team.	Principal.	Governors.	Clear guidance in sanctions to be taken.	Behaviour policy Staff time.
Purchase/ obtaining of materials that portray positive images of people with disabilities.	Inclusion coordinator, PSHE coordinator.	Principal.	Governors.	Positive images increased.	Books, Leaflets, Posters, Photographs, Internet.
The accessibility policy will be available on the website and annually reported to governors.	ICT Coordinator, SPT ICT support, Inclusion Coordinator.	Principal.	Governors.	Meeting Statutory requirements.	Website.
<b><u>SHORT TERM</u></b>					

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<b><u>.Improve accessibility to school buildings</u></b>					
To continue to work with DMBC access outreach support(based at Heatherwood) in reviewing and improving access.	Inclusion coordinator, Principal, Outreach team.	Principal.	Governors.	Easier access for pupils and adults to access building / learning. Reduce potential for distress / concerns.	
One classroom per year group to be ramped to outdoor area per year.	Inclusion coordinator, Principal, Outreach team, SPT buildings / finance team, SPT Inclusion Advisor.	Principal.	Governors.	At least 1 classroom per year is made accessible. At the moment all are accessible apart from year 2 classrooms.	Financial.
Doors to outdoors including fire doors to be widened.	Inclusion coordinator, Principal, Outreach team, SPT buildings / finance team, SPT Inclusion Advisor, SPT buildings, Mick Whittle, Site supervisor,	Principal.	Governors.	Doors in school comply with DDA.	Financial.