

Deansbrook Infant School Accessibility Plan 2022-2025

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils.

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 after-school 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.

A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

The definition includes people with a hearing or visual impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life

Deansbrook Infant School Accessibility Plan 2012-2025

Improving the Curriculum Access					
Target	Strategy	Outcome	Lead person/ people	Time-frame	Achievement
To ensure all children feel involved at playtimes	MTSs to be aware of children with disabilities who need support at playtimes and to know strategies to engage them.	All pupils are involved at playtimes	All staff/ Inclusion Lead	Ongoing	Children with disabilities engage positively with their peers.
All extra-curricular activities are planned to ensure the participation of all pupils	Review all extra-curricular provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	All staff/ Inclusion Lead	Ongoing	Increase in access to all school activities for all pupils including any with a disability.
Classrooms are optimally organised to promote the participation and independence children with disabilities.	Review regularly the layout of furniture and equipment to support learning and independence.	Children with disabilities are included fully in all lessons.	All staff/ Inclusion Lead	ongoing	Enable access to the National Curriculum and increase independence for children with disabilities,

Visual and concrete supports are used to aid understanding and independence for all pupils, including those with disabilities	Use of visual timetables, prompts, schedules, objects of reference, Numicon etc. to promote understanding and independence from adults, and reduce anxiety where required	Visual and concrete supports routinely used within class and as an integral part of lessons	All staff/ Inclusion Lead	Ongoing	Children with disabilities are supported in their understanding and independence without having to rely exclusively on adult
Increase governor awareness of issues relating to disability	Governors to be aware of their responsibilities with regards to disability and ensure all statutory requirements are met Governor with responsibility for SEND to meet Inclusion Leader regularly. SEND report to governors termly as part of HT's report	Governing body fulfils its statutory duties and requirements SEND governor has overview of provision school is making for children / staff with disabilities and is aware of particular issues / needs pertinent to current cohort	Inclusion Lead/ Head-teacher	Ongoing	All statutory responsibilities are met
Develop staff skills to support children with SEND	Training from Inclusion Lead and outside agencies	Staff have improved skills to support children with SEND	Inclusion Lead	Summer 2023	All children supported to access the curriculum
All children with SEND are able to access school education visits	Planning of school education visits takes into account children with SEND eg specific transport or resources	All Send children are able to attend all educational visits	EDV Lead Inclusion Lead	Ongoing	All children supported to attend educational visits

Improving access to Information

Target	Strategy	Outcome	Lead person/ people	Timeframe	Achievement
Make available school policies, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Office/SLT	Ongoing	Delivery of school information to parents and the local community improved
Written material available in alternative formats, e.g. large print, use of IT, when helpful for individual pupils	Regular reviews of needs of children with disabilities to include strategies to support access to written materials, e.g. class texts, homework sheets	Children with disabilities will be able to access written materials used in class	All staff/Inclusion Lead	Ongoing	Children will be able to access written materials through reasonable adjustments

	Improving the Physical Access		
Issue identified	Action required	Lead Person/people	Timescale
Games and playground equipment inaccessible to pupils with physical disabilities	Make available accessible equipment during playtimes and into design for any new playground development	Headteacher/Inclusion Lead /School Council	Ongoing
Access obstructions	Ensure deliveries are cleared as soon as possible from the front entrance	School administrative assistant and Site Manager	Ongoing