

# Princethorpe Infant School & Nursery Class



## Accessibility Policy 2020

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in schedule 10, relating to Disability of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan from January 2017- December 2020

1. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a cultural awareness, tolerance and inclusion.
2. Princethorpe Infants School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period and will be updated each year.
4. The Accessibility Plan will contain relevant actions to :
  - Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
  - Increase access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure pupils with a disability are as equally prepared for life as are able-bodied pupils; (If a school fails to do this they are in breach of the Disability Discrimination Act). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or educational trips. It also covers the provision of specialist aids and equipment, which may assist pupils in accessing the curriculum.
  - Improve and make reasonable adjustment to the delivery of **written information** to the pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable timeframe.
5. The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Building Site Supervisor and School Business Manager. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new plan for the following period.
6. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

**Princethorpe Infants School Accessibility Plan January 2017-December 2020**

**Improving the Physical Environment at Princethorpe Infant School and Nursery Class**

An Access Audit was carried out by SBM and BSS the findings of which have been fed into this plan.

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Responsibility</b>	<b>Time Frame</b>	<b>Achievement</b>
To make KS1 toilets and Sunshine room accessible to all pupils and visitors		All downstairs areas will be accessible to all pupils and visitors	HT/SNB/BSS	When required by a pupil	Pupils will have full access to all classrooms and toilets
To make the adult toilet in nursery into a disabled toilet	Find alternative site for the lockers stored in the toilet at present	Toilet will be accessible to wheelchair users	BSS/SBM	Within 3 years or sooner if required by a pupil/parent/staff	Nursery toilet will have a compliant disabled toilet.

### Improving the Delivery of Written Information

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Responsibility</b>	<b>Time Frame</b>	<b>Achievement</b>
Improve the range of written material used for children	Review all current written material used for children – identify any improvements that could be made for pupils with an identified disability. Liaise with outside agencies if more specialised formats are required.	More pupils will be able to access written information which will improve their progress	SENCO with input from class teachers	Ongoing	Written materials will be up to date
To make available school newsletters and other information for parents in alternative formats when specifically requested	Review all current school publications and promote the availability in different formats when specifically requested	All school information available for all who request it,	Office/SENCO	Ongoing	Delivery of school information to parents and local community improved.

### Improving the Curriculum Access

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Responsibility</b>	<b>Time Frame</b>	<b>Achievement</b>
Audit of pupil needs and staff training to meet those needs	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life preparation learning. Specialist outside agencies are utilised.	All staff	Ongoing	All school activities are accessible to disabled pupils
All out of school activities are planned to ensure, where reasonable, the participation of the all pupils	Review all out of school provision to ensure compliance with legislation	All out of school activities will be conducted in an inclusive environment with providers that comply with current legislative requirements.	SENCO	Ongoing	All out of school activities are accessible to all disabled pupils
Classrooms are organised to promote the participation and independence of all children	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classes.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	Teaching Staff	Ongoing	Increase in access to the National Curriculum
Training for Awareness of Disability Issues	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school.	Whole school community aware of issues relating to Access.	HT	Ongoing	Community will benefit by a more inclusive school and social environment.