



Carr Infant School

Confidence - Communication - Creativity

Accessibility Plan

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Chair of Governors: Charlotte Crabtree

Head of School: Matthew Oxley

School Accessibility Plan

CARR INFANT SCHOOL

Introduction

At Carr Infant School our values reflect our commitment to a school where there are high expectations. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our community feels that they truly belong and are valued. We are a safe school, committed to improve children's confidence, creativity and communication. We know that safe and happy children achieve.

This Accessibility Plan is 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 of progressing of the Accessibility Plan.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation."

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

Objectives

Carr Infant School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to develop a culture of inclusion, support and awareness within the school.

The school recognises and values parents/carers' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the right to confidentiality.

Carr Infant School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairment, expanding the curriculum as necessary to ensure that pupils with disability are as equally prepared for life as able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable time frame;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable time frame;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information and the school and school events; the information should be made available in various preferred formats within a reasonable time frame.

The Carr Infant School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

The terms of reference of all governors' committees will include the need to consider equality and diversity issues as required by the Equality Act 2010.

Activity

This section outlines the main activities which the school will undertake, and is planning to undertake, to achieve the key objective (above).

a) Curriculum

- The school will continue to seek and follow the advice of LA services, such as specialist teachers, outreach services and health professionals.
- There are regular SEN review meetings with the SENDCo and/or class teacher, Educational Psychologist, other outside agencies and parents/carers. At this meeting targets are set or reviewed and any additional support is planned for.
- Individual Care plans are shared with all staff involved and training is given as needed for administration of medicines and health care procedures.
- All school visits and clubs are available to children; where additional staff training is required school will seek to action this as soon as possible.

- A range of intervention programmes are available to support children to make progress
- All children are encouraged to take part in a range of physical activities

b) Physical environment

- All entrances have disability access
- There are 3 accessible toilets in school
- There is a hydraulic changing bench and hoist in the hygiene room
- There is a disabled parking bay at the front entrance to the school.

c) Provision of information

- The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.
- The school liaises with and uses local services including those provided by the LA to support children and their families with disabilities
- Staff have been trained in the use of symbol software and these are used consistently across the school

Action Plan

Carr Infant School Access Plan

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Curriculum				
Training for staff to develop practice in making reasonable adjustments to the curriculum	Staff required to undertake training where appropriate. SLT, including SENDCo prioritise focus areas for CPD	All staff are able to more fully meet the requirements of disabled children's needs with regard to accessing the curriculum	On going	Increased access to curriculum
Classrooms are organised to promote the participation and independence of all pupils.	Review and implement preferred layout of furniture and equipment to support the learning process in individual class bases. Use of visual aids to support independence in class routines and transitions.	All pupils can use classroom facilities	On going	Increased access to curriculum
Ensure adaptive equipment is acquired so all pupils have access to the curriculum	Discussions with OT services re advice on equipment to be used	All pupils are able to access curriculum	On going	School becomes more inclusive
All enrichment activities and wrap around care are planned to ensure the participation of the whole range of pupils	Review staffing and training needs for wrap around care to provide for all pupils with medical needs and/or disabilities. Ensure adjustments are made to enrichment activities.	All enrichment activities and wrap around care will be conducted in an inclusive environment.	On going	Increase access to all children
Access arrangements to meet individual's needs when taking tests will be applied and support provided when required	SENCO will ensure appropriate testing and reports are provided in order to apply for access arrangements	All pupils will have their individual needs met, and any barriers to achieving their full potential will be removed.	On going	Access to all pupils

Physical Environment				
Ensure that all areas of the school building and grounds are accessible for all children and adults. Ensure site is accessible from beyond school boundaries.	Regular checks carried out. Contact with local authority and council to improve access near entrance to school site	Building opened in 2016 and is fully compliant with current legislation Anyone travelling to school has good access to the school site	On going	Accessibility for all
Keep corridors clear from obstructions	Regular checks carried out	Allows free movement	Ongoing	Accessibility for all
Changing and Shower facilities available in hygiene suite	In place			Accessibility for all
Ensure all disabled pupils can be evacuated safely	PEEP in place where necessary	All staff relevant staff are aware of procedure	Ongoing	Safe evacuation
Information				
Review information to parents/carers to ensure it is accessible	Provide information and letters in clear print in plain English. School office/Welfare officer to assist completion of forms if necessary	All parent/carers understand the information they receive	Ongoing	Information available to all
Make school information available in other formats when required	School will make itself aware of the services available for converting written information to alternative formats.	School can provide information	As needed	Information is available to all parents/carers/ Pupils
Improve communication for any impaired hearing member of school	Liaise with hearing impairment service to support adults/staff Provide signers when required for meeting/assemblies	Hearing impaired members of school have access to information	As needed	Information available to all parents/carers/ Pupils
Availability of written material in alternative languages	Access to translators, sign language interpreters to be considered and offered if possible	School information will be available for all	As needed	Information available to all parent/carers/ Pupils

