

Accessibility Policy

Rise Park Infant School



Executive Headteacher:	Mrs C Fox	Inclusion Managers:	Mrs Siddle and Mrs Hoddy
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Responsible Governors:	Mrs Twford
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Written:	February 2022
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Review date:	February 2025
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1. 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

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.

Rise Park 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.

Rise Park Infant School is a three form entry school. All of our classrooms are on ground floor level. Wheelchair users would need to use the front entrance of the school to gain access to the Year 2 classrooms but can gain direct access to the Reception Building. Ramp access is available for one of our Year 1 classrooms. The access from the playground allows wheelchair access to two different parts of the main building.

All external paths around the school are accessible for wheelchair users. We have a rail at the front of the school to support access for the disabled. We have two disabled toilets and a wet room in our Reception unit.

At present, we have children with a range of disabilities including those with moderate and specific learning/physical difficulties.

We have a small number of children for whom we hold medication for such as Epi-pens, Buccal Midazolam and insulin. A number of staff have been trained in the administration of these medications and appropriate procedures and care plans are in place.

At Rise Park Infant School, we liaise closely with the Local Authority, previous placements and any other agencies involved to collect information on disability so that the point of admission runs as smoothly as possible.

Parents of children with disabilities are consulted regularly about their views regarding provision at this school. We also aim to gain their involvement through regular SEN reviews, conducting effective liaison with playgroups, nurseries and regular meetings with the SENCO.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

2. 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 he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her 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.

This policy complies with our funding agreement and articles of association.

1. Action plan

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

Accessibility Plan Code

- C. Increase access to the curriculum for pupils with a disability
- E. Improve and maintain access to the physical environment
- I. Improve the delivery of written information to pupils

Objectives	Code	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	C, E	<p>Work with subject leaders to audit curriculum</p> <p>Audit resources to ensure accessibility. Where relevant ensure information is accessible:</p> <ul style="list-style-type: none"> • Large print • Audio • Symbols • Photos • Assistive technology 	<p>Subject leaders</p> <p>SENCo</p>	<p>September 2021, 2022, 2023 (ongoing)</p>	<p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>The curriculum is reviewed to ensure it</p>

		<p>Develop use of key resources throughout the curriculum:</p> <ul style="list-style-type: none"> • Knowledge organisers • Social stories • Vocabulary groups 			meets the needs of all pupils.
To ensure smooth transition of all pupils with SEND	C, I, E	<p>Person centred transition meeting to include discussion on the layout of the classroom environment to ensure accessibility for children with a range of learning/ behavioural / physical needs</p> <p>Include this information in pupil profiles</p> <p>Transition of information to Junior school and visits.</p> <p>SEN list with links to professional info for teachers to have access to.</p>	<p>Class teacher</p> <p>SENCo</p> <p>Y2 Teachers and LSAs</p>	Summer term 2021, 2022, 2023	<p>All children have a successful transition to the Junior school</p> <p>All staff are aware of the needs of all pupils and plan appropriately from the start of term</p> <p>All key information is shared by the end of the summer term</p> <p>PCRs are held for all children.</p>
To improve pupil voice for children with SEND at school	C	<p>SEND pupils to be on school council</p> <p>SEND voice captured through Newsletters</p> <p>Pupil voice is captured on a termly basis, in an accessible format (e.g. video, voice recording, scribed).</p>	<p>School council lead</p> <p>SENCo</p>	Ongoing	<p>All children given the opportunity of a voice in decisions made for the school</p> <p>Newsletters represent all pupils</p>
To improve the progress and participation for pupils with	C, I, E	<p>Pupil profiles</p> <p>Develop fine motor and gross motor groups across school if as necessary</p> <p>Develop use of sensory circuits</p>	<p>SENCo</p> <p>SENCo</p>	<p>September 2022</p> <p>Ongoing</p>	<p>Provision Maps</p> <p>Observations</p>

sensory and or physical difficulties		across school as necessary Implement specific approaches such as Sensory Music, Intensive Interaction, Attention Autism.			
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4. 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 the board of Directors.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy