

# Herne Bay Infant School Accessibility Plan

2015 to 2017



## 1. Context

Under the Equality Act 2010 schools should have an 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:

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

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head.

At Herne Bay Infant School, the Plan will form part of the school’s development and will be monitored by the Head teacher and evaluated by the relevant Governors’ committee.

At Herne Bay Infant School we are committed to providing a fully 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 aim to challenge negative attitudes about disability and accessibility and to develop a culture of awareness, tolerance and inclusion. We are dedicated to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

- 1) Herne Bay Infant School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Education Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.
- 2) The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.
- 3) Herne Bay 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 developing a culture of inclusion, support and awareness within the school.

- 4) The Herne Bay Infant School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe 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 disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the 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 schools 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 timeframe;
  - 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 timeframe;
  - Improve the delivery of written information to 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) Herne Bay Infant School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
- 6) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
- 7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
  - Behaviour Policy
  - Curriculum Policies
  - Equal Opportunities Policy
  - Health & Safety Policy
  - Equality Objectives
  - School Prospectus
  - School Plan
  - Special Educational Needs and Disability Policy
- 8) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
- 9) The Accessibility Plan will be published on the school website.
- 10) The Accessibility Plan will be monitored through the Governor Health and Safety and Premises Monitoring Pair.
- 11) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
- 12) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

## 2. Aims and Objectives

Our Aims are to:

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

Our objectives are detailed in the Action Plan below

## 3. School Information

Herne Bay Infant School is a four form entry school in the heart of Heron ward.

We currently have 412 children on roll.

The school has children with a range of disabilities which may include severe and specific learning difficulties, physical disability and medical conditions.

We currently have 8 staff who received training in the use of an Epipen. Specific staff are trained in administering insulin and 4 in supporting tube feeding. 25 staff are competent First Aiders and hold current Paediatric First Aid certificates. All medication is kept in a safe and secure place which has easy access for First Aiders and staff members.

We also have pupils with a range of learning difficulties and communication disorders. This has involved us liaising with a variety of professionals to ensure the best possible education, within our power, for disabled pupils.

When children enter school with specific disabilities the school contacts the Local Authority professionals for assessment, support and guidance for the school and parents.

As a school we have a long history of teaching pupils with a wide range of Special Educational Needs and, without exception, disabled pupils have been fully included in all aspects of school life.

The progress of disabled pupils is vigorously tracked and comparisons are made between the achievement and attainment of these children compared with their peers.

## 4. Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of an annual data collection exercise and an annual survey of parents' views.

### Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs; there are very few parts of the school to which disabled pupils have limited or no access at the moment.

Some of our school is purpose built to meet the needs of all pupils, whilst other areas are constrained due to the nature of the Victorian building. Provision, in exceptional cases, will be negotiated when the child's specific needs are known. We have a wide range of equipment and resources suitable for the day-to-day use of children in the infant age-range. We will constantly keep under review resource provision. The School Development Plan will be the vehicle for considering such needs on an annual basis.

## Curriculum

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, science and technology for pupils with a visual impairment, humanities for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: bullying, peer relationships, policies on the administration of medicines, the provision of personal care, the presence or lack of role models or images of disabled people, in effect, all the school's policies and procedures, written and unwritten.

Improving teaching and learning lies at the heart of any school's work. Through self-review and Continuous Professional Development, we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities or school visits. The only exception would occur if a child had breached school rules e.g. through aggressive behaviour at a club, when deprivation of club attendance may be used as a suitable short-term sanction and to ensure the safety of other children.

## Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

Teachers will always need to be sensitive to presenting materials to children in appropriate formats e.g. reading aloud, interactive whiteboard presentations, etc. should that be necessary. This is a core part of a teacher's work.

## **5. Access Audit**

The school is a one storey building with wide corridors and access points from outside for KS1 and Foundation Stage classes. There is wide door access to all rooms. The hall is accessible to all. The school was partly rebuilt in a sympathetic style in 1990s, building onto the existing Victorian building hall. Early Years Foundation Stage classes and Nursery are purpose built. Each class in EYFS and Year 1 has access to an outdoor area.

All entrances to the school are flat and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch, this being fully accessible to wheelchair users. There are disabled toilet facilities available, in the main building and EYFS. All these are fitted with a handrail and a pull emergency cord. There has been a handrail fitted to steps outside the Headteacher's office.

The Nursery has tinted windows to support Visually Impaired children.

The school has internal emergency signage and escape routes are clearly marked.

## **6. Management, coordination and implementation**

- We will consult with experts when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team will work closely with the Local Education Authority.

# Action Plan



<b>Access to Curriculum</b>					
Priority	Action	Timescale	Resources	Responsibility	Monitoring
To create effective learning environments for all	*Ensure all classrooms are resourced and organised to meet needs *Review displays to make sure they are accessible to all	Termly review	H & S walkabouts	Class teachers H & S governors HT	Governors SLT
All staff to be aware of Mainstream Core Standards	*Staff meeting to inform staff subsequent discussion *CTs to take account of MCS in all planning	Term 6 2016	Copies of Mainstream Core Standards for all	SENCo Class Teachers	DHT Governors HT
Increase participation in after-school activities	*Audit after school activities to identify take-up and barriers to participation *Add new clubs to interest a wide variety of children	Termly review and annual audit	Annual clubs audit	SENCo	Governors HT
To promote positive attitudes to disability	*Review PSHE Curriculum *Ensure Assembly themes cover different aspects of disability	September 2016	Cost of new resources	PSHE Leader HT	SLT Governors
<b>Access to the Physical Environment</b>					
Priority	Action	Timescale	Responsibility	Resources	Monitoring
Increase site access to meet diverse needs of children, staff, parents and community users	*Review outside signage and that of rooms and their functions *Improve signage where necessary	July 2016  September 2016  ongoing	HT Office Manager/Caretaker CTs	Costs of external signage	Governors
<b>Access to Information</b>					
Priority	Action	Timescale	Responsibility	Resources	Monitoring
Availability of documents in alternative formats	*Review accessibility of newsletters and letters for parents *Large print and coloured paper as required	Term 6 2016	Office Manager	Photocopying costs	HT