



## **East Boldon Infant School**

### **Accessibility Plan 2017 – 2020**

At East Boldon Infant School our values reflect our commitment to a school where there are high expectations of everyone so children can develop and achieve. Everyone in our school is important and included. We promote a warm and supportive ethos where staff, children and the whole community work together to ensure everyone is cared for.

Purpose of the plan:

This plan shows how East Boldon Infants intends over time to increase the accessibility for disabled pupils, staff, parents/carers and visitors.

The plan is drawn up in compliance with current legislation as requirements as specifies in Schedule 10, relating to Disability, of the Equality act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of an Accessibility Plan over a prescribed period.

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 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
- The impairment has a substantial and long term adverse effect on his/her ability.

#### **Areas of planning responsibility**

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits)
- Improving access to the physical environment of the school and physical environment of the school and physical aids in education.
- Improving the availability of accessible information to those with disabilities (this will include planning to make written information that is normally provided by the school to its pupils available within a reasonable timeframe.

The accessibility plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour management policies
- Curriculum policies
- Emergency evacuation plan
- Health and Safety policy
- SEN local offer and policy
- Medication Policy

The Accessibility Plan for the physical accessibility relates to an access audit of the school, which remains the responsibility of the Governing Body. It may not be feasible to undertake all of the works during the life of the accessibility plan and therefore some items may follow into subsequent plans. An accessibility audit will be completed by the school towards the end of this period covering this plan in order to inform the development of a new accessibility plan for the ongoing period.

1. Improving access to the physical environment of the school

Target	Strategies	Time Scale	Responsibility	Success Criteria
To make adjustments to the disabled toilet to ensure a changing bed can be included.	Liaise with Asset Management to audit provision and to look at possible options	By Summer 2017	HT/Billy Cavanagh	In place for September 2017
To develop a greater awareness of the access needs of disabled pupils, staff, governors, parents/carers and visitors.	Access plans and risk assessments in place for individual disabled pupils as part of the IEP process when required.  Be aware of staff, governors and parents access needs and meet as appropriate.	As required	SENCO/HT	IEP'S/Risk Assessments in place for all disabled pupils. All staff and governors feel confident their needs are met. Parents have a full access to all school activities.
Ensure all disabled pupils can be evacuated safely.	Put in place Personal Evacuation Plans (PEP) for all pupils with difficulties.	As required	SENCO	All disabled pupils and staff working alongside are safe in the event of evacuation.
All fire escape routes are suitable for all	Make sure all areas of the school can have wheelchair access Egress routes visual check.	Ongoing and as and when required.	Caretaker	All disabled staff, pupils and visitors are able to have safe independent egress.
Review Comments:				

## 2. Improve the accessible information to those with disabilities

Target	Strategies	Time Scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Ensure all correspondence to parents is clear.  School office/staff will support	Ongoing	Office Manager	All parents receive forms in a format they can access.
Provide information in an accessible format for parents/pupils with hearing impairment.	Access to translators, sign language interpreters when needed.	As required	SENCO/HT	Pupils/Parents feel supported and included.
To ensure any parents who need additional support to access out of hours events – parents meetings etc can do so.	Access to translators.  Send home any written information if required.	As required.	All staff – HT/Office Manager to contact translators	Parents are fully informed about their child's progress.
Review Comments:				

## 3. Increasing access for disabled pupils to the school curriculum

Target	Strategies	Time Scale	Responsibility	Success Criteria
Ensure staff have appropriate training on specific disabilities.	Staff to access CPD where appropriate.	As required	SENCO	Raised confidence in staff.
Ensure staff are aware of disabled children's curriculum access.	Set up a system of individual access plans for disabled pupils as required. Information sharing with other agencies to develop the plan if needed.	As required.	HT/SENCO	All staff aware of individual needs.
Use ICT to support children's learning	Make sure suitable software is installed onto computers to support children.	As required	SENCO/ICT technician	Software enables the children to access the curriculum effectively.
Review Comments				

