



Robert Miles
Infant School

Accessibility plan

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Contents

1. Aims 2
2. Legislation and guidance 3
3. Action plan..... 4
4. Monitoring arrangements 7
5. Links with other policies 7

1. Aims

Robert Miles Infants strives to be a warm and happy place where work and play go hand in hand. We offer children opportunities and challenges to achieve their true potential, both academically and socially. We offer an inspiring, creative learning environment that develops the whole child to create a life-long love of learning.

We are 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.

We will:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The Robert Miles Infant School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, MAT, and consultations with pupils, parents, staff and governors of the school.

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 MAT 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.

The plan will be made available online on the school website, and paper copies are available upon request.

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.

3. Action plan

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

Aim	Current good practice Include established practice and practice under development	Objectives State short, medium and long-term objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum.	The new curriculum is accessible.	SLT to include on monitoring schedule of planning and learning walks and feedback as appropriate.	SENCO SLT	Ongoing (as each curriculum area is updated)	Raised staff confidence in strategies for differentiation and increased pupil participation
	Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils.	Staff to be confident to support children with SEND/ Awareness of staff training needs on curriculum access for individual needs of pupils	<p>Audit of staff's training needs with disabilities currently in our school.</p> <p>Staff meeting to share good practice on supporting children with disabilities.</p> <p>Information sharing with all agencies involved with child</p> <p>Set up a system of individual access plans for disabled pupils when required</p> <p>Ensure classroom support staff have specific training on disability issues</p>	<p>SENCO</p> <p>SENCO</p> <p>SENCO Class teacher</p> <p>SENCO</p> <p>SENCO/HoS</p>	Main Audit Spring 2020. Review each Sept when Staff have new classes.	

		Curriculum resources include examples of people with disabilities.	Raise staff awareness in staff meetings.	SENCO/HoS		
		Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	PE coordinator	Ongoing- depending on the needs of the children in school.	All to have access to PE and be able to excel.
		All educational visits to be accessible to all	Develop guidance for staff on making trips accessible. Ensure each new venue is vetted for appropriateness	EVC/HoS/Class teachers	Ongoing- depending on the needs of the children in school.	All pupils in school able to access all educational visits and take part in a range of activities
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities 	To ensure children and visitors with disabilities are safe in the environment.	To create access plans for individual disabled pupils when required	SENCO/class teachers	Every September	Provision Maps in place for disabled pupils and all staff aware of pupils needs
			Be aware of staff, governors and parents access needs and meet as appropriate	SENCO/Office staff/Class teachers	Ongoing	All staff and governors feel confident their needs are met/ Parents have full access to all school activities
		Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils and staff with difficulties	SENCO/Class teachers/support assistants	Every September	Children with disabilities can be quickly and safely evacuated and everyone is aware of their responsibilities.

		Consider access needs during recruitment process		HoS	Ongoing	Access issues do not influence recruitment and retention issues
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Pictorial or symbolic representations • Sound boards in some classrooms to support those with hearing impairments. 	Review information to parents/carers to ensure it is accessible.	<p>Provide information and letters in clear print in "simple" English</p> <p>School office will support and help parents to access information and complete school forms . This will be advertised on the website.</p> <p>Office to produce large print or letters on different backgrounds for parents on request. Advertise this on website.</p>	<p>HoS/Office</p> <p>Office staff</p> <p>Office staff</p>	<p>Spring 2020</p> <p>Ongoing. Advertised on website Spring 2020.</p> <p>Ongoing. Advertised on website Spring 2020.</p>	Parents and carers are able to have a full view of information relating to the school and are this is not affected by any disability.
		To ensure that children have access to alternative materials and support if needed.	<p>Teachers to change colour schemes of boards and produce information on different coloured paper when needed.</p> <p>Guidance to staff on dyslexia and accessible information</p>	<p>SENCO/Class teachers</p> <p>SENCO/HoS</p>	<p>Ongoing</p> <p>Summer 2020</p>	Children have full access to the lessons and are able to meet their potential.

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 governing board.

5. Links with other policies

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

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

