

Earls Barton Infant School

Accessibility Plan

Definition of special educational needs:

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

The SEN Code of Practice (DfES, 2014) says children have a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or**
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority; and**
- c) are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.'**

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Definition of special educational provision

For children aged two years or older, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools and settings maintained by the LA, other than special schools, in the area.

Earls Barton Infant School has adopted this accessibility plan in line with the school's special educational needs policy with the aim to ensure that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. This plan is created in response to the recommendations made in our school's last access audit which took place on 6th February 2015 and should be read in conjunction with the Access Audit.

Our special educational needs policy outlines the provision that our school has in place to support pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students. Increased access to the curriculum, physical access to the school, and access to information are particular to students with SEND, and this accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Under the remit of the Equality Act 2010, provision should be made for all pupils with disabilities and ensure that they are not discriminated against. The need for specialist support and educational provision should be clearly identified and used effectively, to the full benefit of the pupil's development. Under SENDA all schools have a duty to audit access to buildings and facilities and develop an Accessibility strategy and plan covering a 3 year period. Through implementation of the Accessibility Plan schools should be aiming to:

- Increase the extent to which disabled pupils can participate in the school curriculum
- Improve the physical environment of the school increasing the extent to which disabled pupils can take advantage of the education and associated services provided by the school
- Improve the delivery to disabled pupils of information which is provided to pupils who are not disabled.

Pupils with SEND will be given access to the curriculum supported by the school's specialist SEND provision and in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting.

The school curriculum is regularly reviewed by the Head teacher together with the SENCo, to ensure that it is accessible to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEND provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. The school does this by:

- keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching; school staff should be up to date with teaching methods that will aid the progress of all pupils including those with SEND
- making use of all class facilities and space
- using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary
- making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision
- any decision to provide group teaching outside the classroom will involve the Inclusion Manager in providing a rationale and focus on flexible teaching.

Parents will be made aware of any circumstances in which changes have been made

- setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels
- listening to pupils' views and taking them into account in all aspects of school life.

2. Sensory and physical needs

The school has some of the following adaptations in place to meet sensory and physical needs and those not yet present are being planned for the future:

appropriate seating, acoustic conditioning and lighting
adaptations to the physical environment of the school
adaptations to school policies and procedures
access to alternative or augmented forms of communication
provision of tactile and kinaesthetic materials
access to low vision aids
access to specialist aids, equipment or furniture
regular and frequent access to specialist support.

3. Reasonable adjustments

The school will also make reasonable adjustments for individual students who need extra provision than that which is already in place to make sure that all students are involved in every aspect of school life, and that all barriers to learning are removed. These may fall under the following headings:

The building and grounds:

audio-visual fire alarms
assistance with guiding.

Teaching and learning:

a piece of equipment
extra staff assistance
an electronic or manual note-taking service
readers for pupils with visual impairments.

Methods of communication:

a piece of equipment
the provision of a sign language interpreter, lip-speaker or deaf-blind communicator
induction loop or infrared broadcast system
videophones
readers for pupils with visual impairments.

This accessibility plan will be evaluated every 3 years to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school.

Item	Areas	Recommendation	Target Date
1	Car Park	Erect a sign immediately in front of or to the side of your accessible car park space.	2016
2	External Ramps	Ensure that the ramp is kept clear of grit and gravel which could present a trip hazard	ONGOING
3		Fit a handrail to the other side of your ramp.	
4	External Steps	Re-paint nosings at the first sign of wearing. Paint nosings in a contrasting colour.	ONGOING
5	Entrances	Check the door closures regularly and alter accordingly. Because manual door closers are fitted to most of the entrance doors, make sure these are adjusted to provide the minimum force necessary to open or close the doors. Make sure staff and students are aware of the need to offer assistance by holding open doors or carrying materials for people with disabilities who have difficulties at the entrance. As entrance doors are replaced, install automatic entrance doors if the budget permits.	ONGOING

6	Lobby and Reception area	As new signage is introduced, incorporate tactile signage. Constantly review your signage to ensure the criteria are being met. "signs should form part of an integrated communication scheme that gives clear directions, information and instructions for use of a building" – BS 8300:2001. Tactile signage makes visual information accessible to blind and partially sighted people. Accessible maps and signs ensure blind and partially sighted people can find their way around your school. This is a legal requirement to make sure your signage doesn't exclude people from accessing your school. Any new signs should be designed to meet the requirements of the Sign Design Guide. This is published by the JMU & Sign Design Society	2015-2018
7		Ensure that missing bulbs and fluorescent tubes are replaced as soon as possible as part of your ongoing maintenance programme.	ONGOING
8		Purchase a portable hearing loop system and display the sign showing you have this facility	2016
9		Make available a chair with arms for the reception area and for the staffroom	2016
10	General Classrooms	The long term plan should be that acoustic ceilings are installed to all classrooms as part of their refurbishment.	ONGOING
11	Internal Ramps and Staircases	Fit further handrails to the internal staircases	2017
12	Internal Doors	Ask the site supervisor to check every door for noise levels regularly and adjust accordingly when necessary	ONGOING
13		Change door handles where necessary to the D type	2017

14	WC's General Provision	When redecorating achieve good contrast between wall surfaces and fittings	ONGOING
15		Change turn taps to lever or push button where needed.	ONGOING
16	WC's provision for disabled users	Install coat hooks in the accessible toilet	2015
17		Inform the cleaning staff to check that the alarm cords are untied and allowed to hang freely in case they are needed.	2015
18		Remove items which are being stored in the accessible toilet and keep the toilet free from storage.	2015
19	Means of Escape	Remove any obstructions on escape routes daily	ONGOING
20		Ensure fire doors are in working order and there are no obstructions on the outside	ONGOING
21		An individual should be delegated to ensure all escape routes are free from obstructions. This needs to be done daily	ONGOING
22		Continue to train staff to assist in evacuation procedures especially in helping the mobility impaired. Awareness training maybe required	ONGOING
23	Outdoors Provision	Purchase a suitable outdoor picnic table for wheelchair users.	As required
24	Building Management	As taps are replaced see notes in 15.5 as best practice is to replace with push button taps or lever taps.	ONGOING