



School Accessibility Plan

Spring term 2022 - 2025

1. Introduction

Schools' duties around accessibility for disabled pupils

Schools and LAs need to carry out accessibility planning for disabled pupils. These are the same duties as previously existed under the Disability Discrimination Act and have been replicated in the **Equality Act 2010**

Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This **Accessibility Plan** and the accompanying action plan forms part of the **Disability Equality Scheme** and sets out how the governing body will improve equality of opportunity for disabled people.

The SEND and Disability Act 2001 extended the DDA to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA.

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's **Accessibility Plan** is resourced, implemented and reviewed and revised as necessary. Attached is an action plan, (Appendix 1) showing how the school will address priorities identified in the plan.

This plan incorporates the school's intention to increase access to education for disabled pupils.

In drawing up the **Accessibility Plan** the school has set the following priorities:

- To provide safe access throughout the school for all school users, irrespective of their disability.
- To ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

- 1.1.1 At Colebrook Infant Academy we are committed to establishing equality for all pupils, their parents, staff and other users of the school.

Colebrook Infant Academy Aims

- to provide a safe, secure, stimulating and supportive atmosphere where each child is valued
- to nurture children towards positive self-worth, self-confidence as learners and to help each mature socially and emotionally
- to secure an inclusive learning environment and to support individual pupils
 - i) with special educational needs
 - ii) with disabilities

- 1.1.2 It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

1.2 The Involvement of Disabled Children and Young People, Staff and Parents

In preparing this Accessibility Plan, disabled people, including pupils, parents and governors were involved as described in the Disability Equality Scheme. It has been informed by analysis of pupil & staff data and additional information gathered.

2. According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities”. The effect must be substantial, long term and adverse. The DDA definition of disability covers physical disabilities, Sensory impairments and learning disabilities.
3. Colebrook Infant Academy is committed to equal opportunities and inclusion. This strategy should be considered alongside the following school policy documents:
 - Disability Equality Scheme
 - Special Educational Needs
 - Equal Opportunities
 - Inclusion
4. This plan considers the following three areas as identified in the introduction:
 - 4.1 Increasing the extent to which disabled pupils can participate in the school’s curriculum by securing relevant staff training and ensuring appropriate classroom organisation
 - 4.2 Improving the physical environment of the school such as ramps and handrails as well as physical aids to access education such as specialist ICT equipment
 - 4.3 Improving the delivery to disabled pupils of information which is already provided to pupils who are not disabled. This should be done within a reasonable period of time and in formats that take account of any views expressed by pupils or parents about their preferred means of communication such as Braille, audio tape, large print and the provision of information orally.

5. Increasing the extent to which disabled pupils can participate in the school curriculum

The school SEND policy ensures that staff identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working with the LA and Educational Psychology Service, the SENDCo manages the Statutory Assessment Process, ensuring that additional

resources are available where appropriate. The school works closely with specialist services including:

- Hearing Impaired Children's service
- Visual Impairment Advisory and Support Service
- Occupational Therapists and physiotherapists
- Speech and Language Therapy
- Educational Psychologists
- SEMH practitioners

6. Improving access to the physical environment of the school

This element of the Planning Duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings.

The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by Colebrook Infant Academy.

7. Improving the delivery of information to disabled persons

Staff are aware of the services available for converting written information into alternative formats.

8. This Accessibility Plan is reviewed annually by the Governors' Staffing and Curriculum. In addition, it will be reviewed three yearly following consultation with the wider school community.

Appendix 1 Access Improvement Plan

Priority	Lead People	Strategy / Action	Resources	Time	Success Criteria
Clubs provided for children with additional needs.	DH / HT	Staff aware of children's needs and adapt clubs as necessary.	Staff time	Ongoing	All children with additional needs are able to attend a club if they wish.
Training for teachers on differentiating the curriculum and effective communication with parents	SENDCo DH / HT	Staff training and meetings with parents of SEND pupils arranged	Training time TA time allocated SENDCO release time	In place & ongoing	Increased access to the curriculum Needs of all learners met Parents fully informed and supported
Training for staff on increasing access to the curriculum for disabled pupils	SENDCo	Staff training on Signalong, PECs , ASD, SEMH and supporting children with hearing loss.	Training time TA time allocated	In place & ongoing	Increased access to the curriculum Needs of all learners met
Appropriate use of specialised equipment to benefit individual pupils and staff	SENDCo HT	Coloured overlays for pupils with visual difficulty. Specially shaped pencils and pens for pupils with grip difficulty. Foot pedal for mouse control – eg children with cerebral palsy. Use of ear defenders/fiddle toys for ASD or ADHD Ipad software for fine motor skills. Staff trained as appropriate.	Specialist equipment as listed	In place & ongoing	Increased access to the Curriculum Needs of all learners met.
Provision of wheelchair accessible toilets with changing facilities	SBM / HT	Explore funding options to provide a wheelchair accessible toilet with changing table.	CIF bid or other DfE funding	Dependent on funds	Physical accessibility of school increased

Improve independent access to the school	SBM / HT	Short term – office staff to be available to open the gate for visitors who have mobility issues Long term –Explore fitting automatic gates to school car park	No cost Extra funding required	Dependent on funds	Physical accessibility of school increased Disabled people have independent access to the car park.
Improve educational experiences for visually impaired pupils	SBM / HT	Ensure blinds in all classes are effective Provide large print resources for visually impaired pupils Hi viz jackets worn by staff at playtimes	Maintenance costs	ongoing	Teaching aids, white boards etc, more easily seen & learning experiences of pupils enhanced.
Maintain safe access around exterior of school	SBM/ HT	Ensure that pathways are kept clear of vegetation. Make sure grounds maintenance contractors know which areas to prioritise.	Cost included in ground`s maintenance contract	ongoing	Disabled people to move unhindered along exterior pathways
Improvements to help the people with hearing loss	SENDCO	Staff to have training on changing hearing aid batteries.	Support from Adrienne Lodge	From December 2015	Communication improved. Progress in learning improves All staff able to change batteries in hearing aids for children.
Safety of pupils in an emergency	HT/SENDDCo	Continue to plan for children with additional needs in emergency situations (update and review Personal Emergency Evacuation Plans at least annually)	Annually-time in staff meetings	Ongoing	Children with additional needs are safe at all times.