

Accessibility plan



Moulsham Infant School

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school will treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. At Moulsham Infant School we are committed to providing an accessible environment to ensure all pupils have the opportunities to thrive and reach their full potential. We are committed to creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied. Moulsham Infant School will challenge negative attitudes about disability and accessibility and foster a culture of awareness, tolerance and inclusion.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

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 practise <i>Includes established practice and practice under development</i>	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	- A differentiated and scaffolded curriculum based on all children's starting points - Resources readily available to support to access the curriculum - 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 make sure it meets the needs of all pupils	Training for teachers and support staff on different aspects of inclusion to increase access to the curriculum for all pupils	Adaptive teaching training Training and signposts to the Ordinarily Available document	Senco	Ongoing	Increased access to the curriculum.
		Classrooms are organised well and appropriate equipment is provided to promote the participation and independence of all pupils.	Teachers, with support from Senco, to provide an adapted curriculum to meet individual needs. Provision from ehcp document written and shared with teachers by Senco Resources purchased as needed to meet children's needs	Class teacher/ Senco Senco Class teachers/Senco/Office	Ongoing As ehcp's are issued/children join the school Termly/ongoing	Children, including those with SEND/additional needs are making good progress from their starting point.
		Provide support, including at the planning stage, to enable those with disabilities/additional needs to participate in clubs and trips.	Club providers are aware of needs of all children. Provision for 1:1 support considered where appropriate. School trips to be inclusive of all children's needs.	Class teachers/office	As needed	Children, staff or community members are able to attend all offered activities, trips & experiences.
		Access arrangements to meet individual needs when taking	EYFS/KS1 assessment lead to coordinate and request resources/adaptations as needed	Assessment leads	Following government time scales	All children are able to appropriately

	Curriculum resources include examples of people with disabilities	tests etc will be applied for and support provided where required.				access any assessments undertaken.
		Establish close working partnerships for children with medical needs and/or physical needs.	Staff trained in medical conditions where required.	Headteacher/office	Ongoing	Children's medical needs are supported effectively in school through detailed care plans.
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils, staff and visitors as required. This includes: - Changing bed - Disabled toilets - Frames within toilets as needed - Corridor width and space in newer classrooms - Adaptive chairs/seating - Writing slopes	Ensure that classrooms are optimally organised for disabled children/adults within current restraints.	Plan classrooms in accordance with children's needs. Organise resources to reflect children's needs.	Class teachers/Senco	Ongoing	Those with disabilities can safely access all areas of the school.
		Ensure there are adequate facilities for disabled children/adults	Ensure all areas of the school are accessible Any planned refurbishments to meet requirements and regulations for disabled children and adults.			
		Ensure that all areas of the school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all.	Termly Health and Safety walks of school buildings and grounds. Health and Safety Lead to check accessibility and then produce and report on the findings. Renew yellow markings as needed to aid visibility. Identify trip hazards and address these to make them safe. Annual service of the mechanical changing bed.	Health & Safety Lead Senco/office	Annually & ongoing Annually	School building and grounds accessible to all. Staff share responsibility for alerting office team/ site manager to any new hazards and these are made safe immediately.
		Improve the quality of provision for children	Sensory room maintained as a calm, quiet area where children can go when needed. Equipment renewed as needed, regular	Senco/LSA lead	Annually & ongoing	The school experience enhanced for children with

		with specific special needs.	servicing to take place. Liaison with relevant services for advice regarding provision e.g. Occupational Therapy.			specific special needs.
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Radio aids • Objects of reference • Visual timetables • Widget visuals to communicate • Now & next visuals • Adaptative colour paper/teaching screens • Coloured overlays • Enlarged print and reduced visual overload	Ensure that all children and parents are able to access information from the school in an appropriate and accessible format/ language.	Feedback on work is to be given in verbal or written feedback according to the age and ability of the child.	Class teachers	Ongoing	School able to deliver information to all pupils and parents with disabilities
			Communication to parents with English as an additional language in home language where required using the school website to translate.	Computing lead/admin/EAL lead	Ongoing	School able to deliver information to parents for whom English is not their first language, and for parents who find reading and writing difficult.
			Provide access to and seek advice from outside agencies.	Senco	Ongoing	
			Promote the availability of publications in different formats for those that require it, e.g. in another language.	Office	Ongoing	
			Where reading and writing are difficult, invite parents in to school for discussion/ demonstration to ensure full understanding and inclusion within school community.	All staff	Ongoing	

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 body and the headteacher.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Child protection policy
- Equality statement and objectives
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy
- Intimate care policy
- Attendance policy
- Compliments, concerns & complaints policy & procedures