

Accessibility plan

Village Infants School



Last reviewed on: 27/4/23

Next review due by: April 2026

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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 pupils with disabilities 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 for pupils with disabilities

Village Infants School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We are committed to ensuring equality of education and opportunity for all pupils, staff, parents/carers receiving services from the school, irrespective of sex, sexual orientation, gender reassignment, race, socio-economic background, religion and disability and promotes an understanding of cultural and physical diversity and challenges stereotypes.

This policy is important to all aspects of school practice, including planning and monitoring, organisation, staffing and the selection of resources. Central to this is the professional commitment and developing awareness of staff, and the quality of their interactions with all children and with each other.

The achievement of pupils will be monitored by race, gender and disability and we will use this data to support pupils, raise standards and ensure inclusive teaching. We will tackle discrimination by the positive promotion of equality, challenging bullying and stereotypes and creating an environment which champions respect for all. At Village Infants School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

We believe that every individual who comes to Village Infants School has the right to be free from discrimination.

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.

Our school supports any available partnerships to develop and implement the plan and we will work with the local authority to support the implementation of this plan.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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.

3. Action plan

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

AIM	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with special educational needs and/or a disability [SEND]	Curriculum planning ensures all pupils have access to personalised learning as appropriate to need and proportionate to school resources.	Staff CPD – liaise with borough representatives and outside training providers e.g., BDSIP.	Teachers, Subject Leaders, SENDCo, SLT	Termly / On-going	Pupils with disabilities to enjoy full access to the curriculum and school life and flourish at school.
	All subject leaders consider how to make the curriculum accessible to all pupils.	An audit of resources throughout the year as deemed appropriate to ensure lessons can be adapted to meet the needs of all pupils.	Teachers, SENDCo	Termly / On-going	All staff will feel confident in their knowledge and ability to support children with a variety of needs using a range of support strategies.
	Lessons are adapted to support/enhance learning for all pupils with a range of resources.	Identify pupils who may need adapted or additional provision.	Teachers, SENDCo	On-going	Training identified and appropriate training is put in place.
	School staff are familiar with technology and practices developed to assist people with disabilities – provision is reactive to pupil need.	Training for identified needs to be delivered through inset and relevant training providers.	SENDCo, SLT	Termly / On-going	Needs are identified, advice sought and actioned accordingly.
	Curriculum resources include examples of people with disabilities.	Positive handling Training	SENDCo, SBM	Termly / On-going	All pupils who wish to attend an afterschool club are welcome.
	Training for identified needs is sourced including staff training for medical needs.	Review Contracts of external afterschool club providers to ensure access to	SLT, SBM	Annually	
	To equip staff with appropriate skills when working with pupils displaying frequent emotional dysregulation.				
Increase participation for pupils with SEND in afterschool clubs.					

AIM	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	<p>Targets are set effectively and are appropriate for pupils with additional needs. Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Liaise with pre-school providers to prepare for the new intake of children into Early Years Foundation Stage each year.</p> <p>Liaise with appropriate school for in-year and Year 3 transfers.</p> <p>Teachers and support staff have knowledge of and access to a range of strategies to support pupils with a variety of needs e.g., ADHD, speech and language difficulties, etc</p>	<p>afterschool clubs by pupils with SEND.</p> <p>Personal Learning Plans and termly tracking</p> <p>Arrange transition meetings for all pupils starting at or transferring from Village.</p> <p>Identify any new training needs based on new cohort.</p> <p>Printable SEND resources stored on staff shared drive in clearly identifiable folders.</p>	<p>Teachers, SENDCo, SLT</p> <p>Teachers, SENDCo, SLT</p> <p>Teachers, SENDCo, SLT</p> <p>SENDCo</p>	<p>Termly/On-going</p> <p>Summer Term/As needed</p> <p>Summer Term/As needed</p> <p>On-going</p>	<p>A smooth and constructive transition takes place.</p> <p>Staff are able to source resources that are saved on the staff shared drive to support pupil learning.</p>
<p>Improve and maintain access to the physical environment</p>	<p>To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.</p>	<p>Annual audit of accessibility of school buildings and grounds.</p> <p>Suggest actions and implement as budget allows.</p>	<p>SENDCo, SBM, SEND Governor</p>	<p>Annually – September?</p>	<p>For all pupils and staff to be able to move around the building easily and safely.</p> <p>Modification will be made to the school</p>

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	<p>To ensure those who may need it have access to a hygienic and discreet room with shower and cleaning facilities.</p> <p>To ensure Disabled WC facilities are available to all pupils in the school and Internal School Provision [ISP].</p> <p>Develop the physical environment for the ISP.</p>	<p>To work with the Local Authority to develop the physical environment for the ISP.</p>	<p>SLT, SENDCo, LA</p>	<p>On-going – September 2023 tbc</p>	<p>building to improve access.</p> <p>Specialist facilities are available to those who need it.</p>
<p>Improve the delivery of information to pupils with SEND</p>	<p>To develop the provision for children with hearing or vision impairments.</p> <p>To source a range of technological resources that can be used.</p> <p>Ensure the efficient use of visual resources.</p> <p>Ensure all staff have access to widgets if needed.</p> <p>To use a variety of real objects/photos/symbols to support children at their different levels of communicative need.</p> <p>Social Stories to be used as necessary to aid children’s transitions and as required at other times</p>	<p>Implement advice given to school by Vision Impaired Service and Hearing-Impaired Service.</p> <p>Arrange meetings with outside agencies and parents to ascertain more information about their needs.</p> <p>Source appropriate resources e.g., braille, large print text for reading, resources for maths work etc. based on advice given.</p>	<p>SENDCo, Teachers</p> <p>SENDCo, Teachers</p> <p>SENDCo, Teachers</p>	<p>On-going</p> <p>On-going</p> <p>On-going</p>	<p>Resources have been identified, purchased and put in place. Effectiveness reviewed regularly.</p> <p>Pupils will be able to communicate their wants and needs.</p> <p>Staff can prepare high quality visuals.</p> <p>Pupils will be supported in their language development.</p> <p>Pupils will be supported during times of change.</p>

AIM	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	To ensure that the resources needed for schemes of work are appropriate for pupils with SEND.	Identify technological devices and programs that can assist delivery of curriculum or recording methods, e.g., iPads, apps, typing programs for children having difficulty with written recording.	SENDCo, Teachers	On-going	All pupils have equal access to a broad and balanced curriculum.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the SENDCo and 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
- SEND policy
- Supporting pupils with medical conditions policy