

Vision Statement

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. At St Alphege CE Infant School the Plan will form part of the Premises, Resources, Fund-Raising and Marketing section of the School Development Plan and will be monitored by the Head of School and Executive Headteacher and evaluated by the relevant link Governors'. The current Plan will be appended to this document.

At St Alphege CE Infant School we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

1) The St Alphege CE Infant School Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. Other, outside agencies and specialists have also been consulted. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three-year period ahead of the next review date.

2) 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 Local Authority 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.

3) St Alphege CE Infant School is 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.

4) The St Alphege CE Infant School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to: -

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as all other pupils; this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe; Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5) The St Alphege CE Infant School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Teaching and Learning Policy
- Equal Opportunities Policy
- Health & Safety Policy
- Equality Plan
- School Prospectus
- School Development Plan
- Special Educational Needs and Disabilities Policy

8) The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

- 9) Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
- 10) The Accessibility Plan will be published on the school website.
- 11) The Accessibility Plan will be monitored through the Governor monitoring pairs for each designated area
- 12) The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
- 13) The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Our Aims are:

- Increase access to the curriculum for pupils with a disability,
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils,

Our objectives are detailed in the Action Plan below

Current good practice

We aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability as part of a survey of parents' and by consultation with our Inclusion Leader.

Physical Environment

Disabled pupils participate in extra-curricular activities. Some aspects of extra-curricular activities present particular challenges, for example: lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments, school trips for pupils with medical needs. There are very few parts of the school to which disabled pupils have limited access and no current parts of the school that would prevent access altogether.

Curriculum

There are areas of the curriculum to which disabled pupils have limited or no access. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, Maths and English for pupils with a visual impairment, or for pupils with learning difficulties. Other issues affect the participation of disabled pupils, for example: peer relationships, policies on the administration of medicines, the provision of personal care, in effect all the school's policies and procedures, written and unwritten.

Information

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is planned, with a range of different formats available for disabled pupils, parents and staff.

Access Audit

The school consists of one double storey building with wide corridors and several access points from outside. There is a lift to enable access to the second floor. Teaching areas both on the ground and first floors have wide door access to all rooms. All shared spaces such as the hall, community room, library and ICT suite are accessible to all. All access points are either flat or have built in ramps which could accommodate a wheelchair and these are regularly maintained by our site manager. The lift is also maintained through a monthly external maintenance inspection visit. There are no car parking spaces on the school site but all local car parks have designated disabled parking bays. Any parents requiring disabled parking access will have a discussion with the Head of School and plans will be made on an individual basis dependant on requirements and needs. The main entrance to the school features a secure lobby. There are disabled toilet facilities available on both floors. All disabled toilets are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked.

Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced. The Governors and Senior Leadership Team will work closely with the Local Authority and external agencies to ensure that the school is fully meeting the needs of our children and local community.

Single Equality Scheme Action Plan 2022-2025

Date of last review: September 2022

R = Race D = Disability G = Gender R/B = Religion/Belief				Planned outcome	Planned Action	Timescale	Named Person	Monitored by	Evaluation
R	D	G	R/B						
	✓			Accessibility plan reflects current position in the school.	Update Accessibility Plan	September 2016	JS	SLT and Gov monitoring pair	
	✓			Provision for disabled pupils and adults continues to be regularly monitored	Caretaker, Governors and SLT to monitor the site regularly	Every seasonal term	RK/ SLT	SLT and Gov monitoring pair	
	✓			All staff have an awareness of their responsibilities towards meeting the needs of disabled pupils.	All staff know the definition of disability and their responsibilities through regular updates	Annually	BS/JS	SLT and Governors	
✓	✓	✓	✓	All stakeholders have the opportunity to share their views about Equality in school and provision for groups/ individuals	Parent voice meeting Questionnaires TED team meetings	Annually	BS/SLT	SLT and Governors	
✓	✓	✓	✓	Continually improve the provision and ethos of the schools approach to equality.	Regular monitoring and evaluation of the schools Single Equality Scheme	Annual review and action plan	JS/BS	SLT	
✓	✓	✓	✓	All staff to take practical account of diversity and promote	Focus of ongoing monitoring cycle and Governor monitoring.	Annually	BS	SLT and Governors	

				equality and inclusion in their teaching.					
✓	✓	✓	✓	All stakeholders know and use the St Alphege CE Infant School definition of family: "Our family consists of people who love and care for us both inside and outside of school" This is irrespective of gender, race, biology or location.	All staff know our definition of family and vocabulary is consistent across the school.	Annually	SLT	SLT and Governors	
✓	✓	✓	✓	Language and behaviours of all stakeholders towards others is consistent, regardless of specific characteristics.	Expectations of behaviour and appropriate language are made clear to all stakeholders. Consequences of inappropriate action are clear and consistent.	Annually	Staff	SLT and Governors	
✓				To develop the understanding of different races and cultures and the impact that this has on us in the UK	Increase opportunities for representatives from different races and cultures to come into school.	Planned opportunities throughout the year	Phase leaders/ Humanities/ RE leaders	SLT and Governors	
✓				All staff have an awareness of responsibilities towards children from different ethnic groups	Staff CPD Highlighted at Pupil Progress meetings and on class overview sheets	Annually 4 x per year in line with school	SLT	SLT and Governors	

						assessment cycles			
	✓			Use ICT software and hardware to support learning.	Staff trained on IT hardware and Software packages	As required	IT technician/ LR	SLT and Governors	
	✓			All fire escape routes are accessible to all.	Make sure all areas of the school are suitable for wheelchair access and meet the needs of all members of the school community Egress routes visual check	Ongoing part of H&S monitoring and fire inspections	RK/ Fire Marshalls/ SLT	SLT and Governors	
	✓			All educational visits to be risk assessed and accessible to all pupils	Ensure each new venue is risk assessed prior to visit and vetted for appropriateness	As required	EVC/ Lead Staff	SLT and Governors	
	✓			Review information to parents/ carers to ensure it is accessible to all	Provide information and letters in clear print and "simple" English School office will support and help parents/ carers to access information and complete school documentation Ensure website and all documents accessible via the school website can be accessed by the visually impaired and all	Ongoing	Office staff/ JS	SLT and Governors	

					other parties registered as Disabled.				
✓	✓	✓	✓	To ensure full access to the curriculum for all children	Staff CPD A differentiated curriculum with alternatives offered where needed A range of support staff including trained TAs Specific equipment sourced from OT/Physio where required and based on needs Use of ICT equipment	Ongoing	SLT/ Phase Leaders/ Inclusion Leader Teaching staff	SLT and Governors	
✓	✓	✓	✓	Review all statutory policies to ensure they reflect inclusive practice and procedure	To comply with Equality Act 2010	Annually	Responsible staff/ SLT	SLT and Governors	
	✓			To ensure that the medical needs of all pupils are fully met within the capability of the school	Liaise with parents and external agencies, identifying training needs and establish individual protocols where needed. Care plans to be drawn up in collaboration with parents and external specialists.	Ongoing	First Aiders/ Inclusion Leader/ Named staff	SLT and Governors	
	✓	✓		Continue to develop and monitor playgrounds and facilities	Ongoing monitoring of current facilities and any newly installed projects	Ongoing	RK/ H&S Link governors/ HoS	SLT and Governors	

	✓		✓	In schools data systems to be reviewed ensuring all data is current and up to date	Annual parent forms to update information held	Annually	School office	SLT and Governors	
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Accessibility Plan 2022-2025

Improving Curriculum Access

Target	Activity	Timescale and cost	Success criteria	Monitoring of all targets
Staff fully aware of the individual needs of pupils and differentiate according to need	Transition meetings when moving classes Class AEN files with reports and pupil information Provision Mapping 3 x annually to set appropriate targets Support staff aware of additional needs	Term 6 Ongoing Terms 2,4,6 Ongoing	All pupils have access to suitability differentiated work tasks and equal access to the curriculum.	
All in school and out of school activities are planned to ensure the participation of all pupils	Activities are planned in advance for pupils with specific needs to ensure inclusion Risk Assessments are completed where needed	Ongoing	All school activities are inclusive and comply with 2010 Equality Act requirements	
Classrooms are organised to promote the participation and independence of pupils	Review classroom layouts for all pupils Review the need for additional equipment for pupils with AEN Review IWB annually to ensure they provide clear accessible information Use of colour filters and books/IWB coloured backgrounds as required Use of sloping desks, ergonomic pencils, pencil grips etc.	Annually/ Ongoing	Pupils work with greater independence and have access to appropriate equipment	

Liaise with Nurse providers to review pupil requirements for next year's intake	Identify which pupils require additional support for SEND and medical needs and begin transition arrangements. Liaise with external agencies if required	Term 5/6	Procedures/equipment/ classroom resources in place for September	
To establish links with support services and health professionals who support individual pupils	Joint planning meetings to ensure appropriate strategies/ care plans are in place	Ongoing	Collaborative approach between school, parents/ carers and outside agencies	
To review and update provision maps and provision plans in line with school assessment cycle	Monitor progress within targets and data	4 x per year in line with assessment cycle	Progress is evident against targets and data shows impact and progress.	

Accessibility Plan 2022-2025

Improving the delivery of written information

Target	Activity	Timescale and cost	Success criteria	Monitoring of all targets
Written information to be made available in alternative formats as required and is accessible to all parents/ carers	Use of larger fonts, coloured filters on whiteboards and alternative methods of communication with stakeholders as needed. Access Local Authority advice for alternative formats where needed. School staff to support parents/ carers to access information and complete school documentation as required	Ongoing	The school will provide access to written information in different formats when required for individual purposes and support individual parents as needed	
Raise awareness of the importance of good communication systems	Increased use of school website, Facebook, Weekly newsletters and emails	Ongoing	Improved communication and access to information for all stakeholders. Access to any preferred types of communication.	

Ensure staff are aware of accessible formats to support pupils	Guidance to staff on a range of needs including Dyslexia, Irlens, IWB and alternative recording methods	Term 5/6 2016 with ongoing updates	Staff using a range of accessible formats with pupils as needed.	
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Accessibility Plan 2022-2025

Improving Physical Access

Target	Activity	Timescale and cost	Success criteria	Monitoring of all targets
Improve the physical environment of the school for the purpose of increasing the extent to which pupils and adults with a disability are able to take advantage of education and associated services provided or offered by the school.	Carry out accessibility audits alongside the Governors Health and Safety checks. Report provided for FGB	Seasonal term	Improved availability of and access to all areas of the school Key staff and Governors aware of any new accessibility issues	