

Suffield Park Infant and Nursery School Accessibility Plan 2016/17/18

We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Suffield Park Infant and Nursery School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve 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.
- 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 are the able-bodied 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 school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include school prospectus and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame. Our school website settings are compliant with DDA requirements.

An Action Plan is attached relating to these key aspects of accessibility. This plan will be reviewed on an annual basis by the Headteacher and Governors and if necessary will be revised. A new plan will be drawn up every three years.

The Accessibility Plan should be read in conjunction with the following policies:

- Health & Safety
- Special Educational Needs
- Behaviour Policy
- Single Equality Scheme

- Staff Recruitment
- Community Cohesion

SHORT TERM - Up to 1 year

Access to Buildings for Disabled pupils and Adults

Targets	Strategies	Outcome	Time Frame	Goals achieved
Ensure all whiteboards and electrical equipment can be easily accessed and controlled by all staff	Consult staff on their needs prior to rewiring of the school and reposition equipment for ease of access in the future.	Whiteboards and electrical equipment can be easily accessed and controlled by all staff.	Addressed at the new build stage (green class)	Electrical equipment accessible to all staff. Whiteboard in Green class too high.
To comply with the DDA of 2005	Ensure key staff understand their responsibilities - revisit at staff/governor meetings	Compliance with DDA	Summer 2013 and ongoing	Staff and Governors aware of requirements of DDA and accessibility plan Ongoing

Disabled children will have a care plan

Access to the Curriculum for Disabled Pupils

Targets	Strategies	Outcome	Time Frame	Goals Achieved
Ensure appropriate deployment of learning support to connect pupils to the curriculum and support	Following monitoring and evaluation of learning support, target individuals/groups that	Learning support has a positive impact upon progress and attainment in core subjects.	Reviewed termly and on going	Targeted learning support impacts positively upon independence skills, progress and attainment in

the development of independence.	would benefit from additional support. SENCO to monitor provision mapping and IEP's.			core subjects, resulting in increased access to the curriculum. Ongoing
Other areas of the curriculum available to pupils with disabilities.	All staff to receive disability equality training	When an activity cannot be accessed, then an alternative to be offered. Teachers planning to show access at both ends of the ability range Disabled pupils governed by their care plans.	Reviewed Termly	Pupils can access many of the activities. Ongoing
Enhance the sensory element of the curriculum	Purchase USB microphones. Invest in talking speech bubbles and sound buttons for display.	Improved access to the curriculum and displays. Teachers readily able to adapt to the needs of disabled pupils to access the curriculum.	September 2013 and on going	Activities maintained and displayed. Ongoing
Improve provision for ADHD pupils	Develop staff knowledge and skills on managing such pupils	Staff have increased confidence in working with ADHD and related issues.	September 2013 on going	Increased knowledge by all staff. All Staff have some training.

Access to Information for Disabled Pupils and Adults

Targets	Strategies	Outcomes	Time Frame	Goals Achieved
<p>Make written/auditory materials available in alternative formats for:</p> <ul style="list-style-type: none"> a. Disabled pupils b. Disabled parents/carers c. Disabled governors and staff to enable people with different impairments to access information 	<p>The school uses staff or governor expertise along with any bought in expertise, for creating and converting texts/sound in alternative formats;</p> <ul style="list-style-type: none"> a. Using technology to provide audio versions of printed materials b. Enlarging print c. Simplifying language d. Using picture/symbol language 	<p>If needed or requested the school can provide written/auditory information in alternative formats for;</p> <ul style="list-style-type: none"> a. Disabled pupils b. Disabled parents/carers c. Disabled governors and staff 	<p>As required</p> <p>(as we work with young children some of these adaptations are in place)</p>	<p>Improved delivery of information to disabled people and pupils in the school community.</p> <p>Ongoing</p>
<p>Make staff/governors aware of what services are available in terms of specialised formats and how to access them.</p>	<p>Admin staff to update the list of services with contact details.</p>	<p>No delay in contacting the appropriate service if a pupil requiring a specialised format was admitted</p>	<p>On going</p>	<p>School community aware of available services and how to access these.</p> <p>Ongoing</p>
<p>Pupils and adults to be able</p>	<p>Audit what is required for</p>	<p>Inclusive clubs/activities</p>	<p>On-going</p>	<p>School community is an</p>

to access both school and after school clubs/activities.	pupils/adults to access clubs/activities.			inclusive one. Ongoing
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MEDIUM TERM PLAN - up to 3 years

ACCESS TO BUILDINGS FOR DISABLED PUPILS AND ADULTS

Targets	Strategies	Outcomes	Time Frame	Goals Achieved
Provide shelter form sun/wind/cold on the school field	Obtain three quotes	Improved and equal access to outdoor field play area throughout the year for disabled pupils	March 2014 The new building will improve accessibility to shelter and better floor area.	Outdoor field accessible throughout the year Ongoing
Improve safety of floor surfaces	Renew floor surfaces in classrooms etc. to make them less slippery when wet. Provide new non-slip floor covering/mats.	Physical access to school building is improved and safer.	September 2014 and ongoing.	Physical accessibility to school is increased and safer. Ongoing

ACCESS TO CURRICULUM FOR DISABLED PUPILS

Targets	Strategies	Outcome	Time Frame	Goals Achieved
Train staff/governors in disability issues.	After audit, the school will seek external courses/training to buy in for staff/governor training.	Teachers/governors are more able to meet the needs of disabled pupils/parents/carers in terms of disability issues. Teachers/governors new to school are briefed as part of their induction.	On-going as required. Specific training.	The welcoming inclusive ethos of the school is maintained. <i>Ongoing</i>
Improve the availability of books/teaching materials in which disabled pupils are represented and plan the inclusion of disability issues in the creative curriculum.	Following an audit, the school will invest in books and other teaching materials which represent disabled people.	Improved access to the life of the school. Positive impact on self-esteem of disabled pupils.	On going	Improved representation within the life of the school. <i>Ongoing</i>
Provide appropriate ICT support.	Following audit provide appropriate facilities for ICT.	Improved curriculum access for visually/physically impaired through better understanding of cause and effect.	On going and when required	Accessibility to the curriculum is improved. <i>Ongoing</i>

ACCESS TO INFORMATION FOR DISABLED PUPILS AND ADULTS

Targets	Strategies	Outcomes	Time Frame	Goals achieved
To make the school website accessible for visually impaired.	The school uses staff/governor/bought in expertise to create website text in audio format.	Website accessible via an audio format.	As required specific to the individual	Accessibility to information improved. ongoing

LONG TERM - over three years

Targets	Strategies	Outcomes	Time Frame	Goals Achieved
Plan to improve accessibility at lunchtimes.	Provide non slip mats, angled/grip cutlery and cups with tilting lips for any children who might need these.	Improved accessibility at lunch times.	As required	Physical accessibility at lunch time is improved. Ongoing
Installation of sound system in hall.	Following an audit to install a sound system.	Increased access to hall for pupils and adults with hearing difficulties.	A requirement of the new build.	Physical accessibility of school is increased. Ongoing

ACCESS TO THE CURRICULUM FOR DISABLED PUPILS

Targets	Strategies	Outcomes	Time Frame	Goals Achieved
When purchasing new equipment ensure sufficient provision for pupils with sensory impairments.	Following an audit of equipment purchase torches, flashing lights, coloured lights etc.	Improved curriculum access for visually impaired.	As required.	Accessibility to the school is increased and safer. Ongoing

In the event of an appointment of a disabled member of staff a detailed review of facilities would be carried out and any necessary provision for access made.