

Greasby Infant School

Accessibility Plan



We at Greasby Infant School believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. The Greasby Infant School Accessibility Plan has been drawn up based upon information supplied by the Local Authority (LA), and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date. This plan has been up-dated to reflect new statutory requirements for the setting of Equality Objectives.
2. The Accessibility Plan is structured to complement the School's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 and will advise upon the compliance with that duty.
3. 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.
4. Greasby Infant School plans, over time, to increase 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 equally, prepared for life as are 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 **auxiliary 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 hand-outs, timetables, leaflets and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
6. 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. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Curriculum Overview
 - Single Equality Plan
 - Staff Handbook
 - Health & Safety
 - Inclusion
 - SEND
 - Behaviour
 - School Improvement Plan
 - School Mission Statement
8. The Accessibility Plan will be published on the school website.
9. The Accessibility Plan will be monitored through the Governing Body's Safeguarding Committee.
10. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to the Equality Act 2010

IMPROVING ACCESS AT GREASBY INFANT SCHOOL

PLANNING AREA	TARGETS	STRATEGIES	TIMESCALE	LEAD	SUCCESS CRITERIA
Physical Access	Provision of a disabled toilet/medical room with shower	Disabled toilet/medical room in the school accessible for adults and pupils. Disabled toilet also available in Pre-school room	Completed	Headteacher	Pupils and adults now have access to a 2 disabled toilets and medical room with shower
	Provision for pupils with walking difficulties	Make available classrooms without steps or with ramps	Completed	Headteacher	Pupils with walking difficulties have access to classrooms
	Provision of IT for pupils with sight difficulty	Extend resources for pupils with sight difficulties using ICT	As necessary	SEND/CO/DHT /HT/ICT Technician	Pupils and staff with visual impairments are able to use materials with greater ease
	To provide appropriate vehicles for pupils with walking disabilities to be taken on	To ensure accessible transport e.g. taxis, wheelchair friendly buses for pupils or staff who have restricted mobility	Ongoing	Headteacher/ Office Manager	Pupils and staff with restricted mobility and disabilities can participate in school trips and activities

PLANNING AREA	TARGETS	STRATEGIES	TIMESCALE	LEAD	SUCCESS CRITERIA
	trips				
	To ensure safe movement around school for visually impaired people, especially where steps occur	To fix yellow markings to step edges to allow easier visibility for visually impaired staff and pupils	Completed	Office Manager/ Caretaker	It will be safer for those with visual impairments to move around school
	To ensure there are sufficient turning points for wheelchairs and those requiring walking frames	Declutter corridors to enable wheelchairs to turn if necessary and space for walking frames	As necessary	Office Manager/ Caretaker	It will enable easier access for wheelchair and walking frame users in school.
	To ensure appropriate lunchtime provision for children with disabilities	To provide the correct seating/training for staff supporting children with disabilities as appropriate. Ensure children have suitable supported seating as necessary	As necessary	Headteacher	All pupils will be able to eat with their peers at lunch time with appropriate support
	To ensure access to school events for people with restricted mobility/wheel chair users	To inform visitors/family of steps and provide information with regard to wheelchair access whilst maintaining safeguarding in school	As necessary – information at each event.	Headteacher/ Office Manager	All visitors can access school events with due regard paid to Safeguarding Policies
	To provide disabled car park access	Disabled car park access available for staff, parents and visitors as needed and promoted to parents termly	Termly updates	Headteacher/ Office Manager	All staff, parents and visitors can park close to the school and have appropriate access
	To ensure access to all areas of school for disabled parents and visitors	Additional ramps to be provided to ensure access to all areas of the school	Completed and reviewed regularly as necessary	Headteacher Safeguarding Committee Caretaker	All visitors and parents have access to all areas of school regardless of disability
Curriculum Access	Professional development opportunities for teachers on differentiating the curriculum	Undertake an audit of staff training requirements. Differentiation is adapted into lesson plans for all pupils	Continuous	Senior Leadership Team	All teachers are able to more fully meet the requirements of disabled childrens' needs with regards to accessing the curriculum

PLANNING AREA	TARGETS	STRATEGIES	TIMESCALE	LEAD	SUCCESS CRITERIA
	Training for staff in the identification and teaching children with Autistic Spectrum Disorder (ASD) and other specific learning difficulties.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom. Undertake an audit of staff SEN training. All staff to attend appropriate training. Outreach provision from external agencies.	Ongoing	SENDCO Headteacher	All staff have a wider knowledge of how to include children with SEND in the curriculum and all children with ASD are successfully included in all aspects of the school life. Staff participate in appropriate training. Professional external agencies are employed as necessary
	Resources and provision for pupils with SEN and social, emotional and behavioural difficulties to help with their learning needs. Ensure children with specific conditions such as cystic fibrosis are fully supported.	Therapy from outside agencies as required e.g. speech therapy and sessions for individuals with specific needs. A range of resources for pupils with ASD and sensory and other issues. Staff have PRICE training and support in order to manage behavioural difficulties safely and appropriately. Staff training an awareness regarding specific conditions.	Ongoing	SENDCO Headteacher DHT	Pupils to have access to appropriate resources which will enable them to be included in the curriculum and support specific needs. Staff have appropriate skills to manage behaviour safely and effectively.
	All out of school activities are planned to ensure the participation of the whole pupil community	All out of school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements. Review all out of school provision to ensure compliance with legislation	Ongoing	Headteacher PE Leader	Ensure access to out of school activities for all pupils as appropriate
	Classrooms are optimally organised to promote the participation and independence of all pupils.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class basis. Lessons start on time without the need to make	As necessary	Class teachers	Increase in access to the National Curriculum

PLANNING AREA	TARGETS	STRATEGIES	TIMESCALE	LEAD	SUCCESS CRITERIA
		adjustments to accommodate the needs of individual pupils.			
	Training for awareness raising of equality issues	Provide training for staff, pupils and parents. Whole school community aware of issues relating to accessibility Outside agencies to provide information and training of a range of disabilities to pupils and staff	Ongoing DDA required sessions as necessary	Headteacher SENDCO	Staff and pupils have a wider knowledge of the range of disabilities young people can have. Outside visitors /organisations have given appropriate information and training to pupils and staff
	Ensure all children on SEN register have a pupil profile plan in place.	Pupil profile is up to date and forms a key part of the planning and assessing process for all staff	Reviewed every term or more frequently as necessary	SENDCO	Pupils with SEND are included in curriculum provision maps and highlighted to support the needs of individual children
	Review of staff deployment to support children with particular needs. Including the children with special educational needs and learning difficulties	Adult support is available during key times, eg lunchtimes, PE etc. Establish priority of support for children with SEN and learning difficulties in review meetings Appropriate and effective training by SENCO and outside agencies	To review each term	SENDCO Senior Leadership Team	Children who need specific or individual adult support can participate in all school activities

J. Hall January 2022

Review January 2023