

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 monitored and evaluated annually in respect of progress and outcomes, and provide a projected plan for the year ahead of the next review date. This plan has been up-dated to reflect 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 **Human Rights Act 1989** and the **Public Sector Equality Duty** which places a duty on public authorities to consider or think about how their policies or decisions affect people who are protected under the **Equality Act 2010**.
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 for pupils with walking difficulties	Make available classrooms without steps or with ramps. Where not possible, provide adult support when moving around school	As necessary	Headteacher	Pupils with walking difficulties have access to all classrooms
	To provide appropriate vehicles for pupils with walking disabilities to be taken on trips	To ensure accessible transport e.g. taxis, wheelchair friendly buses for pupils or staff who have restricted mobility	Ongoing	Headteacher/ Business Manager	Pupils and staff with restricted mobility and disabilities can participate in school trips and activities
	To ensure there are sufficient turning points for wheelchairs and those requiring	Declutter corridors to enable wheelchairs to turn if necessary and space for walking frames	Ongoing	Business Manager/ Caretaker	It will enable easier access for wheelchair and walking frame users in school.

PLANNING AREA	TARGETS	STRATEGIES	TIMESCALE	LEAD	SUCCESS CRITERIA
	walking frames				
	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/ Business 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/ Business 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 adapting the curriculum	Undertake an audit of staff training requirements. Lessons adapted to ensure access for all pupils	Continuous	Senior Leadership Team	All teachers are able to more fully meet the requirements of all childrens' needs with regards to accessing the curriculum
	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.	As necessary	SENDCO	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
	Provision for pupils with SEN and social, emotional and	Staff have regular PRICE training and support in order to manage behavioural difficulties safely and	Termly	Headteacher DHT	Staff have appropriate skills to manage behaviour safely and effectively.

PLANNING AREA	TARGETS	STRATEGIES	TIMESCALE	LEAD	SUCCESS CRITERIA
	behavioural difficulties to access learning	appropriately.			
	Resources for pupils with additional needs	School will purchase appropriate resources, furniture, specific equipment etc to ensure that pupils can access the curriculum to the best of their abilities	Ongoing as needs change	SENDCO, Business Manager	All children will be able to access the curriculum regardless of need.
	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
	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 or more frequently as appropriate	SENDCO Senior Leadership Team	Children who need specific or individual adult support can participate in all school activities

J. Tomkinson January 2023

Review January 2024