

Purbrook



Infant School

Accessibility Policy 2022-25

Our Vision

The vision of Purbrook Infant School, is that all pupils, families, staff and members of our wider community are treated fairly and with respect, regardless of any disability.

Our vision is to ensure that all pupils can access not only the curriculum, teaching and learning but school clubs and activities, play and lunchtimes, PE sessions and off site trips. We aim to ensure all information is accessible to pupils and families and will promote positive attitudes towards disabled people; actively encouraging participation by disabled children in all aspects of school life.

Our Key Objectives

The key objectives of Purbrook Infant School's Accessibility Plan is to provide a framework for integrating disability equality into school life, so as to reduce and eliminate barriers to accessing the curriculum and to promote full participation in the school community for pupils with a disability. This includes improvements and adjustments to the physical environment and the enhancing of staff continued professional development; providing training regarding the needs of disabled people and how to provide assistance to enable them to enjoy school experiences as fully as possible.

Legislation

All schools are required, under the Equality Act 2010, to have an accessibility plan. This Accessibility and Action Plan sets out how the school and Governing Body will improve the equality of opportunity for disabled people. The SEN and Disability Act 2001 extended the DDA (Disability Discrimination Act 1995) to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA:

- Not to treat disabled pupils less favourably for reasons related to their disability
- To improve access to the physical environment of the school by adding specialist facilities and physical aids in order for pupils with a disability to access education as necessary
 - 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 their peers. This includes improving the delivery of written information to pupils, staff, parents and visitors with a disability

The Equality Act 2010 defines an individual as disabled if h/she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his/her 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 students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled student.

Key Task	Actions	How will impact be judged?	Budget & Timescale	Responsible	Interim Monitoring	Evaluation	Impact on standards and achievement
Increase access to the curriculum for pupils with a disability	<ul style="list-style-type: none"> • Offer a differentiated curriculum, tailored around the child's needs (including sensory and physical) • Ensure resourcing and provision are tailored to the needs of pupil • Ensure the physical environment and set up allows the pupil to have full access to the curriculum 	The curriculum is reviewed to ensure it meets the needs of all pupils	At regular intervals throughout the year	CT Team Leaders SLT	Planning scrutiny by SENDCo	Access to teaching and learning is equal for all pupils regardless of a physical need	All children are accessing the curriculum and are making good or better progress
Improve, maintain and make adaptations to the school setting as necessary, in order that pupils, their families, visitors and members of the wider community are able to access the full school site regardless of a disability	<ul style="list-style-type: none"> • Purchase specialist resourcing • Set up relevant intervention groups • Make physical adaptations such as hand rails, ramps etc • Involve the relevant STA services 	Monitoring of the school site, grounds and provision by STA (for example VI)	Ongoing and where there is a new entrant with a need that is not already being catered for	Site manager Health and Safety Lead and linked governor Specialist Teacher Advisory Service	Review of the school site and grounds against the Health and Safety Policy	The school site and grounds are safe and accessible by all, regardless of a disability The STA is involved and advice sought is being embedded i.e. Braille machine, hand rails, toilet frame etc	All children can move easily and safely around the school site and grounds

Key Task	Actions	How will impact be judged?	Budget & Timescale	Responsible	Interim Monitoring	Evaluation	Impact on standards and achievement
Adapt the delivery of information to pupils with a disability	<p>Ensure there are a range of methods in place to enable all to access information, regardless of a disability</p> <ul style="list-style-type: none"> • Audio • Sign • Enlarged print • Pictorial or symbolic representations • Braille 	Ensure, by asking, that pupils with a disability have an understanding of the information shared with them	Throughout the year	SLT CT Specialist Teacher Advisory Service	Questionnaires or similar to ascertain parental perspective	All pupils and families can easily access information	All children and families attend school events because they are fully aware of them and the site allows access
Improve staff knowledge and understanding of pupils' disabilities	<ul style="list-style-type: none"> • Share SEND register alongside guidance around the four areas of SEND need • Regular guidance provided to staff via SENDCo/STA • CPD for staff focused on developing knowledge • SMSC Curriculum for pupils 	SENCO to observe the delivery of specialist provision and regularly monitor performance of pupils through the interventions	SENDCo time	SENDCo SLT	Staff audit of knowledge and practice	Staff practice is tailored to the need of the child and the child can access the curriculum	All children are accessing each element of school life successfully regardless of a disability

This plan should be viewed alongside the following school policy documents:

- Special Education Needs and Disabilities Policy
- Local Offer
- School Development Plan

The implementation of this policy is monitored by the Headteacher and by governors, to evaluate its execution and effectiveness. The policy is to be reviewed by staff and governors every three years, or earlier if needed.