



Spixworth Infant School Accessibility Plan 2016-2018

Introduction

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils.

Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled pupils
- We recognise the need to provide adequate resources for implementing plans and will regularly review them.

The definition of disability under the law is a wide one. A disabled person is someone who has a

- Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.
- The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.
- If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness) they are still covered by the legislation for the rest of their life.
- It is likely that every school in Norfolk has disabled pupils, staff members and service users.

Vision and values

Our School fully supports the vision of Norfolk Children's Services, namely:

- We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

Our school endorses the Norfolk Inclusion definition that says:

- Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

Our school mission statement sets out our vision to always be inclusive:

- Learning together, achieving together. Our aim is to enable every child to shine.

Spixworth Infant School
Accessibility Plan
2016-2018

Objective	Strategy	Lead People	Success Criteria	Timescale	Evaluation
Improving Access to the Curriculum					
Improve range of skills and experience available within the school so that the school is better able to assess and provide for the needs of pupils with disabilities and learning difficulties.	Maintain record of staff's current skills, training and experience Headteacher to train all staff in Neurodiversity (focus on differentiating the curriculum)	SENCo/Headteacher	Staff are secure in identifying and responding to a range of potential learning difficulties and abilities and able to develop and advise upon teaching strategies to enable the pupils with LN & D & SEN to access more of the curriculum. Pupils are more able to access the curriculum regardless of their Learning Difficulties & Disabilities	Summer 2017 Revised: Summer 2018	Due to staff change over, Neurodiversity training deferred to Sept 2017
Improve effective communication with parents to better support teacher's understanding of the whole child and enable the needs of pupils with disabilities and learning difficulties to be effectively responded to.	Staff training and meetings with parents of SEN pupils arranged	SENCo/Headteacher	Increased access to the curriculum. Needs of all learners met Parental support high	Spring 2016 Revised: Summer 2018	Potential for greater impact. Extend in relation to new child/parent/teacher meetings and new SENDCo post from Sept 2017
Improving Identification of Accessibility Requirements and Responding to these					
Improve vigilance in recognising when parents may require alternative	Advice from associations as appropriate e.g. deaf/blind	School secretary/ SENCo	All parents/carers access information Resources gained to be	Autumn 2017 Revised: Summer 2018	Continue as appropriate with new SENDCo post from Sept 2017

ways of receiving information – e.g. audio versions for the blind	Sensitivity in dealing with parents/carers		held as bank		
To ensure all pupils have access to a variety of texts and multisensory resources	Auditing the school library to ensure the availability of large font and easy read texts will improve access. Auditing of classroom resources to ensure multisensory learning is enabled will ensure all children feel included and meet learning needs Funds to address identified gaps to be made available wherever possible	Class Teachers/English Coordinator/ SENCo	A stock of books which are suitable for the visually impaired and all children with special needs available Staff awareness of multisensory resources and there use to support learning is high	Summer 2017 Revised: Summer 2018	This has been made a focus for the new SENDCo post from Sept 2017