



Accessibility Plan

2018-21

Agreed by Governing Body: Autumn 2018

To be reviewed: Annually

Group Responsible: Full Governors

Contents

[Statement of intent](#)

1. [Planning duty 1: Curriculum](#)
2. [Planning duty 2: Physical environment](#)
3. [Planning duty 3: Information](#)

Statement of intent

This plan should be read in conjunction with the **School Development Plan** and outlines the proposals of the governing board of Spixworth Infant School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

A person is regarded as having a disability under the Act where the person has a physical or mental impairment that has a substantial and long term adverse effect on their ability to carry out normal day-to-day activities. To quantify, substantial means more than minor and long term means greater than one year. If a person has been disabled in the past (e.g. cancer recoverers; people with a history of mental illness) they are still covered by the legislation for the rest of their life.

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the parents/carers and pupil. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The headteacher and other relevant members of staff
- Governors
- External partners

Learning Together, Achieving Together. Our aim is to enable every child to shine.

Planning duty 1: Curriculum

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Objective	Strategy	Lead Person	Success Criteria	Time Scale	Evaluation
Short Term	To further develop knowledge, understanding and respect for learners of all protected characteristics	UN Rights of the Child Silver award RSE curriculum review	FJ	Silver award achieved Children can verbalise the meaning of the core value 'Respect' and demonstrate this in their actions	Summer 19	
Medium Term	To support learners with sensory/physical needs through playground markings	Playground markings are designed with SENDCo and input from all learners	SENDCo + PE Lead	Markings encourage participation and develop skills of learners with sensory/physical needs	Summer 20	
Long Term	To increase the range of accessible curriculum information for learners with access needs	Library and classroom resource audit leading to purchase of resources e.g. braille books, large print books and touch screen apps	SENDCo	Resources are readily available to meet the needs of a range of learners	Summer 21	

Planning duty 2: Physical environment

Governing boards should undertake an audit of the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of the pupils themselves or their parents/carers.

	Objective	Strategy	Lead Person	Success Criteria	Time Scale	Evaluation
Short Term	To improve signage: intercom and internal directional signage	Signage of consistent format/design researched, printed and displayed	Business Admin	Signage is clear improving access to visitors	Summer 19	
	Taps – all should be push button or lever	Toilet block refurbishment design includes one agreed style of taps	Site manager/ HT	Refurbishment complete All taps can be easily used by all children	Summer 19	
	To reduce glare on Oak IWB from internal window	Window covering chosen with regard to visual benefits first, aesthetics and price secondary	Business Admin/ HT	Covering purchased and installed Glare is illuminated on IWB	Summer 19	
Medium Term	To ensure contrasting colours are used to support visual needs inc gate handles, hand rails, landing from ramps, edges of steps	Audit identifies all key areas for marking Appropriate marking (paint/tape) applied	Site manager/ HT	Key identified risk areas are clearly marked	Summer 20	
	To improve outdoor circulation – replace steps with ramps outside Horse Chestnut	Include replacement with playground refurbishment quotes	Site manager/ HT	Hazardous step is removed Access is improved	Summer 20	

	class					
Long Term	To ensure all ramps should have two hand rails	Audit of site to identify number of rails required Quotes for installation gained and works agreed	Site manager/ HT	Ramps adhere to safety guidelines	Summer 21	
	To improve the safety and accessibility of the car park: designated disabled parking, marked bays and pedestrian walk ways	Design completed with H&S professional advice Monetary resource allocated Quotes gained and works agreed	Site manager/ HT	Car park adheres to safety guidelines	Summer 21	

Planning duty 3: Information

Governing boards should undertake an audit of the extent to which pupils with disabilities can access information on an equal basis with their peers. Short, medium and long term action should then be identified to address specific gaps and improve access. All procedures will be carried out in a reasonable time, and after taking into account pupils' disabilities and the preferences of themselves or their parents/carers.

	Objective	Strategy	Lead Person	Success Criteria	Time Scale	Evaluation
Short Term	To develop effective systems to identify needs inc disabilities of pupils and staff	Research systems in place across the cluster/LA Seek advice from LA Establish system based on advice/information gained	Business Admin/ SENDCo	School is made aware of needs/ disabilities of pupils and staff in an efficient, effective and supportive manner	Summer 19	
Medium Term	To establish the website as a fully accessible source of information: inc location information (link to google maps), accessible features of building and request feature for gaining info in other formats (large print)	Audit of website accessibility completed, following advice from specialist Lead persons to liaise with web designer to make necessary improvements	Business Admin/ SENDCo	Website is fully accessible to all	Summer 20	
Long Term	Member of staff to receive training related to gender identity	Potential courses identified, scrutinised for relevance, booked, attended and learning	SENDCo	Training attended Staff knowledge increased	Summer 21	

		disseminated as appropriate				
	Member of staff to receive training related to assisting evacuation	Potential courses identified, scrutinised for relevance, booked, attended and learning disseminated as appropriate	H&S lead	Training attended Staff knowledge increased	Summer 21	

Notes:

According to A.D.M.- Designated parking bays should be included: workplaces: 1 space per employee known to be a disabled motorist, plus at least one space or 5% of the total capacity. There must be a minimum of one space.

Intercom signage: Please press button for attention and [wheelchair symbol] access

Gender: Teachers and pastoral staff, governors; may include use of e-learning: http://cs1.elearningforhealthcare.org.uk/public/GEV/GEV_01_001/story.html Literature: e.g. leaflets for parents, signposting eLearning; Support: Appoint mentor for child; signpost other support groups for family. See: Directory of groups www.TranzWiki.net; GIRES at www.gires.org.uk Mermaids at www.mermaids.org.uk Allsorts at <http://www.allsortsyouth.org.uk>

Websites: Use headings correctly to organize the structure of your content Include proper alt text for images Give your links unique and descriptive names Use colour with care Design your forms for accessibility Use tables for tabular data, not for layout Ensure that all content can be accessed with the keyboard alone in a logical way Use ARIA roles and landmarks Make dynamic content accessible Information that is normally provided in writing (such as handouts, timetables and textbooks) can be made more accessible by providing it: in Braille, in large print, on audio format and using a symbol system.