

Accessibility Plan - 2021-2023

Purpose of the Plan

The purpose of this plan is to show how Langstone Infant Academy intends, over time, to increase the accessibility of our school for disabled pupils.

Definition of Disability

A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.

Legal Background

From September 2002, the Disability Discrimination Act 1995 outlaws discrimination by schools and LA's against either current or prospective disabled pupils in their access to education. It is a requirement that the school's accessibility plan is resourced, implemented and reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services (this includes improvements to the physical environment of the school and physical aids to access education;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled (this will include planning to make written information that is normally provided by schools to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Langstone Infant Academy aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

The Current Range of Disabilities within Langstone Infant Academy

The school has children with a range of disabilities which include physical difficulties, moderate and specific learning difficulties, children who are hearing impaired, children with communication and interaction difficulties and diagnosis of ASD. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have a number of children who have asthma and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted.

We have competent First Aiders who hold current First Aid certificates. All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Only prescription medicines can be administered by school staff, and only when a consent form has been completed outlining the illness and amount and time of medication, this must be done at the school office. All medication that is given is recorded.

Access Audit

The school comprises of single storey buildings and was built in the 1930's. The school accommodates some 280 school children **between** the ages of 4 –7 years of age. All classrooms are on the ground floor, as is the hall, which are accessible to all.

There is a small amount of visitor parking, including a disabled bay. All entrances to the school are either flat or ramped and all have wide doors fitted. The school office has been fitted with a low reception desk, this being accessible to wheelchair users. There are disabled toilet facilities available at both ends of the school, fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked.

Management, coordination and implementation

We will consult with experts when new situations regarding pupils with disabilities are experienced.

The Governors and Senior Leadership Team will work closely with the Local Authority and other external agencies.

Reviewed September 2021

Next Review September 2023

Accessibility Plan 2021-2023

Action Plan

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Aim 1 To increase the extent to which disabled pupils can participate in the school curriculum

Targets	Strategies/Tasks	Timescale	Responsibilities	Success Criteria
To create an SEND friendly classroom setting for EHCP learners in 2021	Apply for SEND grant with PCC 2021/2022	Aut 2021 - Spring 2022	SENDCO	Classroom created and used - additional resources purchased once grant has been successful gained
To liaise with pre-school providers to review the potential intake annually	Identify pupils who may need additional to or different from the provision for the rest of the cohort	May-July annually.	HT, EYFS Leader, SENCo	Procedures, equipment, resources, support in place to meet needs.
To establish close liaison & communication with parents of pupils with SEND	Develop relationship & channels of communication	On-going	SENCo and class teachers	Positive feedback from parents.
To continue to develop close liaison with external agencies	Ensure collaboration between all key personnel	On-going	All staff	Positive feedback from external agencies.
To review classroom & learning environments to promote participation & independence of all pupils	Conduct learning walks of classroom & learning environments	Termly	Senior Leadership Team	All pupils are catered for appropriately & standards remain high.
Staff training in supporting pupils with SEND.	Audit need and current provision, plan in and arrange training	Annually	SENCo and HT	Staff feedback is positive about SEND CPD.

Aim 2 To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education & associated services.

Targets	Strategies/Tasks	Timescale	Responsibilities	Success Criteria
To ensure that the school has clear markings for pupils with visual impairments.	Regularly monitor the condition of markings & act accordingly	September annually & on-going	Site Manager, SENCo & Headteacher	Visually Impaired pupils are safe & risks are minimised.
To provide for pupils with hearing impairments	Review plans for individual children with new class teachers. Gain advice and support from SIS..	On-going	SENCo	Hearing Impaired pupils achieve successfully.
To maintain the facilities in the disabled access toilets.	Liaise with Local Authority to identify up to date requirements. Governors to budget for refurbishment.	On-going	Headteacher, Site Manager, Local Authority	Disabled access toilet meets current requirements.
To review access of children into the classroom from the playground up steps.	Ascertain if ramps or alterations are required.	September annually & ongoing.	Site Manager & Headteacher.	Pupils can enter & leave classrooms

Aim 3 To improve the delivery of information to disabled pupils & parents

Targets	Strategies/Tasks	Timescale	Responsibilities	Success Criteria
To ensure the school becomes aware of the needs/disabilities of pupils & parents as soon as possible, & caters for them.	Liaise closely with parents & Local Authority SEND team to be clear about pupils' needs. Develop positive relationships.	On-going	SENCo, Headteacher, Local Authority SEND team.	Procedures, equipment, resources, support in place to meet needs.
To review documentation on our school website to check accessibility for parents with English as an Additional Language	Ensure a member of staff is responsible for managing the school website. Liaise with EAL parents to understand needs. Use EMAS as necessary. Include links & graphics where possible.	Ongoing	Headteacher & SLT. EMAS IT support company who manage website.	School meets statutory requirements. Parents find the website useful & accessible.
To maintain & maximise the efficient use of the school's texting service (Teachers to Parents)	Seek feedback from parents about information they require. Ensure admin staff send texts well before events or as soon as possible.	Ongoing	Headteacher, admin & teaching staff.	Texting service provides good value for money.
To provide „parent-friendly“ leaflets which communicate school policies & procedures in an easily accessible manner .	Liaise with parent governors to gain their opinions & views of leaflets. Use their input for new ones. Send out leaflets regularly.	On-going	Headteacher, SLT & parent governors.	Parents feel well-informed.