

## ACCESSIBILITY PLAN



**TOWNVILLE INFANTS' SCHOOL**

Head teacher: Caroline Burden

*Kindness - Determination – Resilience – Teamwork – Communication – Respect*

***‘Together we learn – United we achieve’***

### *Townville Infants Accessibility Plan 2021-2024*

#### ***Purpose of the Plan***

*The purpose of this plan is to show how we intend, over time, to increase the accessibility of our school for disabled pupils. Townville Infants' School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.*

#### ***Definition of Disability***

*According to the Equality Act 2010, a person has a disability if:*

- 1. He or she has a physical or mental impairment.*
- 2. The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.*

#### ***Legal Background***

*Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the Disability Discrimination Act (DDA). The effect of the laws is the same as in the past, meaning that ‘Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation’.*

*This Accessibility Plan is drawn up in compliance 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 of progress of the Accessibility Plan over a prescribed period. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”. According to the Equality Act 2010 a person has a disability if:*

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*(a) He or she has a physical or mental impairment, and*

*(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.*

*This Accessibility Plan sets out the proposals of the Governing Body of our school to increase access to education for disabled pupils in the following three areas:*

- 1. Increasing the extent to which disabled pupils can participate in the school curriculum; which 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;*
- 2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;*
- 3. Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.*

### **Training**

*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.*

## **Aims and Objectives**

<b>Aim</b>	<b>Current good practice</b>	<b>Objectives, short medium and long term</b>	<b>Actions to be taken</b>	<b>Person Responsible</b>	<b>Date to complete actions by</b>	<b>Success Criteria</b>
<i>Increase access to the curriculum for pupils with a disability</i>	<i>Townville Infant School differentiates all curriculum areas dependent on the needs of the current cohort</i>	<i>Any child that is new to the school has their needs assessed</i>	<i>Review needs of each cohort as they start school and for pupils new to the school</i>	<i>Senco</i>	<i>Within 1 month of the child starting school</i>	<i>All children access all curriculum areas</i>
	<i>Use of outside agencies to provide reports and support where required</i>	<i>Expert advice is sought to assist staff in knowing how to support children appropriately</i>	<i>Appropriate agencies are used for advice regularly</i>	<i>Senco</i>	<i>asap</i>	<i>My Support Plans and class action plan reflect the most recent advice on how to support individual needs</i>

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Improve and maintain access to the physical environment	Our site is mostly accessible, with access ramps to all entrances	Make the outdoor learning environment more accessible for children with disabilities	High visibility markings on steps	Caretaker	asap	All steps are marked with high visibility paint
	Corridors are narrow, however all classrooms are on one level	Corridors need to be kept as clear as possible	Staff to be responsible for keeping areas clear of obstruction	All Staff	Ongoing	Corridors are free from obstruction
	An accessible toilet is in the upper toilets	Accessible toilets is kept clear and not used for 'storage'	Ensure there is good access to the facilities	Business Manager  Caretaker	Ongoing	Accessible toilets can be accessed when required
Improve the delivery of written information for pupils	Individuals with disabilities are supported with their own visual timetable	Ensure that visual timetable is used	Visual timetables are used in any classroom that has a child with these needs	Class teachers	At the start of each term	Visual timetable is used to support child in class
	Children with dyslexia (or suspected dyslexia) are assessed by staff to see if they require any overlays	Source resources to assist with dyslexia when required	Assess children at the start of each new academic year.	Senco		Children use resources effectively

### Access Audit

Feature	Description	Actions to be taken	Person Responsible	Date to complete actions by
Corridor access	Corridors are accessible by wheelchairs	Create new cloakroom areas	Headteacher Business Manager	On going
Fire alarms	Auditory fire alarms are in place.  All classroom fire doors open outwards onto steps ,the exit is not	Ensure that routine fire drills are carried out  Individual PEEP for any child attending school who requires a wheelchair	Headteacher Business Manager	At least termly

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	<i>wheelchair accessible</i>			
<i>Doors</i>	<i>All doors have windows in them so that that someone in a wheelchair can see through them</i>	<i>Ensure that window panes are not obscured</i>	<i>All staff</i>	<i>Ongoing</i>
<i>Emergency escape routes</i>	<i>Well labelled throughout the school</i>	<i>Be vigilant to missing signs. Ensure clear access at all times</i>	<i>All staff</i>	