



Ellenborough & Ewanrigg Infant School

ACCESSIBILITY PLAN

APPROVED BY ¹:

Name: Mrs Carol Wignall

Position: Chair of Governors

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I. INTRODUCTION

The Equality Act 2010 replaced all previous equality legislation such as the Race Relations Act, Disability Discrimination Act (DDA) and Sex Discrimination Act.

The Equality Act 2010 provides a single, consolidated source of discrimination law, covering all the types of discrimination that are unlawful. It simplifies the law by removing anomalies and inconsistencies that had developed over time in the existing legislation, and it extends the protection from discrimination in certain areas.

The law on disability discrimination is different from the rest of the Act in a number of ways. The overriding principle of equalities legislation is generally one of equal treatment. However the provisions in relation to disability are different in that you may, and often must, treat a disabled person more favourably than a non-disabled person.

There are some minor differences around disability in the new Act when compared with the previous legislation.

- The Equality Act does not list the types of day to day activities which a disabled person must be unable to carry out to meet the definition
- Failure to make a reasonable adjustment can no longer be justified. The fact that it must be 'reasonable' provides the necessary test.
- Direct discrimination against a disabled person can no longer be justified (bringing it into line with the definition of direct discrimination generally).
- From September 2012 schools and local authorities will be under a duty to supply auxiliary aids and services as reasonable adjustments where these are not being supplied through a statement of SEND.

As in previous legislation a school/setting must not discriminate against a pupil because of something that is a consequence of their disability.

It is unlawful for a school/setting to treat a disabled pupil unfavourably. Such treatment could amount to:

- Direct discrimination
- Indirect discrimination
- Discrimination arising from a disability
- Harassment

Direct discrimination can never be justified but a school/setting could justify indirect discrimination against a disabled pupil, and discrimination arising from a disability if the discrimination is the result of action that is a 'proportionate means of achieving a legitimate aim'.

2. DEFINITION OF DISABILITY

Equality Act 2010: a person has a disability if:

- they have a physical or mental impairment;
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities.

For the purposes of the Act, these words have the following meanings:

- 'substantial' means more than minor or trivial;
- 'long-term' means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions);
- 'normal day-to-day activities' include everyday things like eating, washing, walking and going shopping.

People who have had a disability in the past that meets this definition are also protected by the Act.

Progressive conditions considered to be a disability

There are additional provisions relating to people with progressive conditions. People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled.

Conditions that are specifically excluded

Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

It should be noted that this definition is not just regarding physical difficulties but also covers a wide range of:

- Sensory difficulties
- Learning difficulties
- Impairment resulting from, or consisting of, a mental illness

In addition there is a range of 'hidden impairments' such as

- Dyslexia
- Speech and Language Impairments
- Autism
- Attention Deficit Hyperactivity Disorder (ADHD)

Impairment does not itself mean that a pupil is disabled but rather it is the effect on the pupil's ability to carry out normal day-to-day activities in one or more of the following areas that has to be considered:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

3. REASONABLE ADJUSTMENTS

We have a duty to make reasonable adjustments for disabled pupils:

- When something we do places a disabled pupil at a substantial disadvantage to other pupils, we must take reasonable steps to avoid that disadvantage;
- We will be expected to provide an auxiliary aid or service for a disabled pupil when it would be reasonable to do so, and where such an aid would alleviate any substantial disadvantage the pupil faces in comparison to his non-disabled peers.

A failure to make a reasonable adjustment can no longer be justified. The test is whether the adjustment is reasonable, and if it is then there can be no justification for why it is not made. We will not be expected to make adjustments that are not reasonable.

There is as yet no clarity on what may be 'reasonable' although the Code of Practice will include factors that should be taken into account. It will be for us to decide the reasonableness of adjustments based on the individual circumstances of each case. Factors to consider may include the financial or other resources available, the effectiveness of the adjustment, its effect on other pupils, health and safety requirements, and whether aids have been made available through the SEND route.

The reasonable adjustments duty is intended to complement the accessibility planning duties, and the existing SEND statement provisions, under which Local Authorities have to provide auxiliary aids and services where a statement details that provision. When a disabled pupil does not have a statement of SEND (or the statement does not provide the necessary aid) then the duty to consider reasonable adjustments and provide such auxiliary aids will fall to the school/setting.

As in the previous legislation we are not under a duty to make alterations to the physical environment though we should be planning to do so as part of our Accessibility planning.

4. AIMS OF THE ACCESSIBILITY PLAN

The planning duties on schools/settings and Local Authorities are the same as the duties in the previous DDA. Schools/settings are required to have an Accessibility Plan detailing how they will improve access to the physical environment, increase access to the curriculum for disabled pupils, and how they will improve the availability of accessible information to disabled pupils. The LA is required to have an Access Strategy.

In Ellenborough & Ewanrigg Infant School, we have a commitment to equal opportunities for all members of the school/setting community and our Accessibility Plan outlines our intention to remove barriers for disabled pupils and to:

- increase the extent to which disabled pupils can participate in the different areas of the national curriculum, increase access to extra-curricular activities and the wider school/setting curriculum;
- improve the physical environment of schools/settings to enable disabled pupils to take better advantage of education, benefits, facilities and services provided; and
- improve the availability of accessible information to disabled pupils.

Furthermore, under our equality duties, we intend to improve the physical environment of the school/setting to enable any disabled person (pupil, parent/carer, employees or visitor) to access facilities and services and improve the availability of accessible information to any disabled person.

This Accessibility Plan will, therefore, **begin the process of addressing the needs of disabled people** through specific targets.

It is a requirement that the school's/setting's accessibility plan is resourced, implemented and reviewed and revised as necessary. Attached is a set of action plans showing how the school/setting will address the priorities identified in the plan

Compliance with the disability duty under the Equality Act is consistent with the school's/setting's aims and Single Equality Scheme, and the operation of the school's/settings SEND policy.

The Action Plan for physical accessibility relates in part, to the Asset Management Plan (access section) of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The Plan will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

We strive to ensure that the culture and ethos of the school/setting are such that, whatever the abilities and needs of members of the school/setting community, everyone is equally valued and treats one another with respect. Pupils should be provided with the opportunity to experience, understand and value diversity.

5. KEY OBJECTIVES

The key objectives of our Accessibility Plan are as follows:

- To reduce and eliminate barriers to access to the curriculum and to full participation in the school/setting community for pupils, and prospective pupils, with a disability.
- We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- We are committed to providing all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and we endorse the key principles in the National Curriculum Framework which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges;
 - responding to a pupil's diverse learning needs;
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

6. CONTEXTUAL INFORMATION

Ellenborough & Ewanrigg Infant School is situated in the town of Maryport and the children who attend the school live in the local vicinity. It is a community Infant school with a Nursery and also accepts children for pre-school from the term after their second birthday. There are currently approximately 60 children on role although quite a lot of the younger children attend part time. The children are mostly British white heritage. The children are taught in 4 classes. The building is a single storey building with ramp access. It has 2 playgrounds and a sloped grassy area. The property is secured around the boundary of the building but also has secure access. The school is a strategic member of the ELLEN teaching school alliance and the Head Teacher is chair of the board of Cumbria Primary Teacher Training.

7. DEVELOPMENT

7.1 The Purpose and Direction of the School's Plan: Vision and Values

Our School

- has high ambitions for its disabled pupils and expects them to participate and achieve in every aspect of school life;
- is committed to identifying and then removing barriers to disabled students in all aspects of school life;
- values the individual and the contribution they make to all aspects of school life;
- will strive to ensure that its disabled pupils have access to all areas of the curriculum and teaching resources so as to develop fully in their education;
- acknowledges a commitment to embrace the key requirements set out in the National Curriculum Inclusion Statement;
- will continue to focus on removing barriers in every area of the life of the school;
- is committed to embracing equal opportunities for all members of the school community.

7.2 Information from Pupil Data and School Audit

- Children are assessed during their first few weeks of starting school the children's progress is subsequently tracked throughout the school.
- The Headteacher and SMT complete SEF and SIP annually.
- Staff receive an extensive range of CPD
- Disabled pupils have a full access to the curriculum where possible and the curriculum is adapted to meet their needs; including off site visits. Similarly the PE curriculum is adapted to meet the needs of disabled pupils.

PLAN

- The school has identified that we have, as at the start of the academic year 2017/1218 0 children regarded as disabled under the terms of the DDA. We have no children in the following groups- hearing impaired , physical mobility problems (non-wheelchair users) , visual impairment , Asperger's Syndrome – no confirmed diagnoses., ADHD - no confirmed diagnoses., Autistic no confirmed diagnoses., epileptic no confirmed diagnoses
- Our annual development plan takes into account the needs of our diverse student population as well as the needs of its wider community.
- To our knowledge there are no students with a disability currently in feeder nursery schools who may wish to come here have been identified through dialogue with the Local Authority agencies tasked with supporting those students in its area with disabilities.

In order to ensure that our data is up to date and accurate we will:

- liaise with the Local Authority so as to identify and therefore plan a response to students with a disability well before they arrive;
- improve the information dissemination from our Learning Support facility;
- implement a system that allows parents to inform us if they themselves have a disability;
- identify early on in their school career any obstacles to the effective learning of disabled students;
- use all available data to inform the planning of individual student learning patterns;

- use information supplied via previous LA Asset Management/Accessibility Audits to assist us to develop an action plan to reduce obstacles for the school/setting community.

7.3 Views of those Consulted during the development of the Plan

The plan is informed by -

- The views and aspirations of disabled pupils themselves;
- The views and aspirations of the families of disabled pupils;
- The views and aspirations of other disabled people or voluntary organisations;
- The priorities of the local authority;
- You should show how the views of different groups have influenced the plans.

We will:

- ensure the development of the plan involves coordination with the Local Authority in line with the LA Accessibility Strategy and ensure that we provide the best choices for students wanting to enrol here;
- consult the full governing body/SEND governor/relevant sub-committee;
- consult staff including specifically SENCo, heads of year/department, safety committee;
- set up a structure to allow the views of students, both able and disabled to be taken into account;
- survey parents/carers to ascertain their views on our provision for disabled students and any developments they feel would be of use to the students and also offer parents alternative ways of answering the survey;
- involve outside agencies who already exist to assist disabled students in their education and future careers;
- ensure the views of ALL those consulted are taken into consideration and the plan modified where reasonable to meet the needs of stakeholders;

8. SCOPE OF THE PLAN

8.1 Increasing the extent to which disabled pupils can participate in the school/setting curriculum

- to investigate how the access to those areas of the curriculum that are normally difficult for disabled students to access can be improved;
- to further investigate what support or alternative approaches can be adopted to increase the choice/participation of disabled students;
- to investigate alternative provision/routes and collaboration that will assist disabled students to learn including liaison with the LA Special Educational Needs and Disabilities (SEND) Statementing and Provision Team.

We plan 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 are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school/setting such as participation in after-school clubs, leisure and cultural activities or off-site visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum. The school/setting will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEND inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

The school constantly strives to improve access to the curriculum through such things as devising and implementing appropriate staff training and development. Which can be seen on the school development plan

The school is committed to constantly improve access to a full, broad and balanced curriculum. It covers a range of elements including ensuring that teaching and learning is accessible through school and classroom organisation and support, especially deployment of staff, timetabling, curriculum options and staff information and training.

The school plans to improve progressively access to the curriculum for all disabled pupils although many adjustments to access will be dependent on individual needs and may be provided through the SEND

framework. The accessibility strategies and plans will help to ensure that schools/settings are planning and preparing to respond to the particular needs of individual pupils.

The Governors are committed to enhance teaching and learning opportunities for all those in the school community with disabilities. These may include:

- consideration of whole-school/setting ways of increasing participation in activities such as after-school clubs, leisure and cultural activities, as well as off-site visits, particularly for difficult-to-include pupil groups, such as those with physical or behavioural challenges;
- how threats to participation have been analysed using risk assessment proforma and action taken to reduce those identified risks;
- identifying how classroom support arrangements, such as deployment of teaching assistants, provision of ICT, contribute to, and enhance learning opportunities;
- deciding how the implementation of specific strategies such as flexible or shared timetabling, nurture groups, counselling provision, access to therapy, first day absence response, have enhanced attendance and participation;
- consideration of how classroom/group organisation has been targeted to ensure that all pupils achieved increased levels of school success;
- description of action to increase curriculum choice and/or flexibility has enhanced the access to appropriate qualifications/attainments;
- consideration of the school response to pupils through the application of the SEND Code of Practice has improved pupil attainment and how effective communication regarding specific pupil needs has been achieved and is monitored;
- consideration of how liaison, increased communication and relationships with external agencies has supported and enhanced pupils' access to the curriculum and how this is monitored and improvements targeted;
- identifying how staff training needs in order to effectively meet the diverse abilities and disabilities of all pupils, including prospective pupils who may require manual handling, signing, personal hygiene support etc. has been identified and supported;
- identifying pupil peer support mechanisms and the ways that the school/setting has ensured pupils have a voice in decisions that affect them;
- taking action to ensure that disabled members of the school/setting community are seen in a positive light through publications promoting disability and providing positive role models of adults with disabilities to encourage success and achievement;
- ensuring that action has been undertaken to ensure that parents and carers see themselves as partners in their children's education and are increasingly willing to actively support their children's education;
- enhancing the positive culture and ethos of the school by undertaking quality marks or other additional intervention to improve the schools ability to include those with disabilities.

8.2 Improving the physical environment of the school/setting to increase the extent to which disabled pupils can take advantage of education and associated services

- in consultation with the LA (where necessary and appropriate) investigate various improvements to the site;
- improve accessibility points to different curriculum areas;
- investigate ways of making the site more accessible to both disabled parents and adult users.

The school/setting will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. This is required regardless of whether the school/setting has pupils or visitors with disabilities and is preparation for a situation when they do.

The physical environment includes things such as steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, ventilation, lifts, floor coverings, signs and furniture. Aids to physical access include ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops and way-finding systems.

Physical aids to access education cover things such as ICT equipment, enlarged computer screens and keyboards, concept key boards, switches, specialist desks and chairs and portable aids for children with motor coordination and poor hand/eye skills, such as extra robust scientific glassware and specialist pens and pencils.

In maintained schools the provision of a special piece of equipment or extra assistance will generally be made through the SEND framework and to a lesser extent through the planning duty which applies to all schools. The distinction between auxiliary aids and services provided through the SEND route and those provided under the planning duty is that the SEND duties relate to the individual, whereas the planning duty relates to the provision of aids or services in terms of the population (and future population) of the school/setting. For example, a pupil with visual impairment might have low vision aids provided through the statement of SEND but the school/setting might as a general measure provide blinds and adjustable lighting and colour distinction through the planning duty.

The Governing body considers and reflect upon all areas of the physical environment such as:

- Changes to improve access to doors, stairs, toilet, changing facilities, and consideration of the impact of signs, colour schemes and colour contrast, lighting, heating etc.
- Changes outside of the school/setting building e.g. provision of disabled parking etc.
- Management and organisation issues such as maintenance of lights, fire alarms appropriate to those with hearing impairments etc.
- Increased access to and maintenance of, auxiliary aids, ICT apparatus such as computer hardware/software.
- Improvement to the acoustic environment that might include installation of soundfields/hearing loop systems.
- Improvements of storage implications for wheelchairs and other mobility devises.
- Application and progress on capital funding for major access works funded by the Schools Access Initiative through the Local Authority, and details on schools funds delegation to support targets such as provision of suitable floor coverings, furniture and layout of the playgrounds.

8.3 Improving the delivery to disabled pupils of information that is provided in writing for pupils who are disabled

We will strive to:

- produce all school/setting literature at the correct font size to help visually impaired students;
- investigate alternative ways of providing access to information, software and activities;
- investigate ways of communicating effectively with disabled parents and carers and other disabled adult users of the site.

The school/setting plans to improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school/setting and school events. The information should be made available in various preferred formats within a reasonable time frame. The school/setting will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

The Governors have considered individual needs and addressed them appropriately for the following areas -

- Informing readers that school published material can be made available in a selection of formats e.g. Braille, Makaton, audio tapes and identifying how they can access this provision if requested.
- Considering how to increase information accessibility for those who have English as an additional language or other communication impairments, at school for meetings etc.
- Identifying how they have considered the readability of information including that provided by the school/setting website, and how it is monitored to ensure accessibility to a wide range of diverse needs and abilities.
- Identifying how textbooks and other pupil information are selected and provided to meet a diversity of pupil needs.
- Ensuring the monitoring of effectiveness of adult support to enhance the opportunities for pupils/parents who have difficulties in accessing information.

8.4 Financial Planning and Control

The Head teacher with Senior Management Team, together with the Finance Committee will review the financial implications of the School/Setting Accessibility Plan as part of the normal budget review process. The objective is that over time School/Setting Accessibility Plan actions will be integrated into the School/Setting Development Plan.

We will finance the plan by identifying costs and incorporating them into current and future budget commitments.

9. IMPLEMENTATION

9.1 Management, Coordination and Implementation

Our Leadership Team and Governor Health and Safety Team will undertake a disability audit using a cross section of staff, pupils and parents (refer to Section 7.3).

As a result of the audit, we shall:

- produce action plans, with definite time scales for the implementation of the actions implicit in the plan;
- present the plan to the governing body for their approval;
- modify the plan based on the views of stakeholders;
- review the plan and the associated action plans to see if milestones are being met. This plan will be reviewed and adjusted as necessary every three years.

9.2 Monitoring

We recognise that monitoring is essential to ensure that pupils with disabilities are not being disadvantaged, and that monitoring leads to action planning.

Governors comment on the accessibility plan and identify any revisions as necessary. Evaluation that may be useful to judge success may include:

- changes in physical accessibility of school buildings;
- questionnaires, responses from stakeholders e.g. parents, pupils and staff, indicate increased confidence in the school's/setting's ability to promote access to educational opportunities for pupils with disabilities;
- improved levels of confidence in staff in reducing the obstacles to success for pupils with additional needs;
- recorded evidence that increased numbers of pupils with disabilities are actively participating in all areas of the school/setting;
- recorded evidence that fewer pupils are being excluded from school/setting opportunities as their needs are being more effectively addressed through the application of strategies and procedures;
- increased levels of achievement for pupils with disabilities;
- pupil responses; verbally, pictorially and written that indicate that they feel themselves to be included;
- Ofsted inspections that identify higher levels of educational inclusion.

9.3 The role of the LA in increasing accessibility

When appropriate the LA

- provided training and awareness opportunities on issues regarding inclusion to staff, governors and parents and how this has been used in school to promote inclusion e.g. uptake of Dyslexia Friendly status, Inclusion Quality Mark, attendance on courses, use and adaptation of LA provided information, etc.;
- promoted collaboration through the provision of information aimed at sharing good practice;
- encouraged liaison between special and mainstream schools to share expertise and pupil placement;
- ensured that the school are aware of support services that provide advice to schools/settings and staff;
- provided specialist help to identify ways forward in increasing the inclusion of all pupils;
- linked building adaptations to refurbishment and capital building works;
- Informed schools/settings how information can be provided in a number of different formats.

9.4 Accessing the School's Plan

The school undertakes the following when required, -

- Plans are made to investigate symbol software to support learners with reading difficulties.
- School Raising awareness of font size and page layouts will support pupils with visual impairments.
- Auditing the school library to ensure the availability of large font and easy read texts will improve access.
- Auditing signage around the school/setting to ensure that is accessible to all is a valuable exercise.
- Auditing the use of, and methods of displaying materials around the school/setting.

This will be done through:

- presentation in a section on the school/setting website open to all visitors to the site;
- mention in the head teacher's newsletter of the availability of the plan;
- open evening/parents' forum with this as a theme.

We will ensure that the plan is available in different formats where requested.

The school/setting will achieve successful implementation of the accessibility plan with continued support in the areas of:

- providing training and awareness opportunities to staff, Governors and parents/carers on issues regarding equality and inclusion;
- providing targeted training for particular groups of pupils/staff;
- promoting collaboration through the provision of information and the sharing of good practice;
- encouraging liaison between other local schools/settings including special schools;
- seeking support/advice from outside the school/setting, from services, other agencies and organisations;
- ensuring that the school/setting is aware of all support services that provide advice to schools/settings and staff.

10. RELATED POLICIES

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum Policies
- Single Equality Scheme/Objectives
- Staff Training and Development Plan
- Governor Training Plan
- Health & Safety
- Inclusion
- Special Educational Needs and Disabilities
- Educational Visits
- Whole School Behaviour
- School Development Plan
- Asset Management Plan
- Complaints Procedures

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ELLENBOROUGH & EWANRIGG INFANT SCHOOL/SETTING ACCESSIBILITY PLAN 2017 - 2020**IMPROVING THE CURRICULUM ACCESS AT ELLENBOROUGH & EWANRIGG INFANT SCHOOL**

Target	Strategy	Outcome	Timeframe	Achievement

ELLENBOROUGH & EWANRIGG INFANT SCHOOL/SETTING ACCESSIBILITY PLAN 2017 - 2020

IMPROVING THE PHYSICAL ACCESS AT ELLENBOROUGH & EWANRIGG INFANT SCHOOL/SETTING

An Asset Management Plan/Access Audit was carried out by _____ in _____ and a number of recommendations made:

AMP or AA Report Ref. (if relevant)	Item	Activity	Timescale	Cost	Responsibility

ELLENBOROUGH & EWANRIGG INFANT SCHOOL/SETTING ACCESSIBILITY PLAN 2017 - 2020**IMPROVING THE DELIVERY OF WRITTEN INFORMATION AT ELLENBOROUGH & EWANRIGG INFANT SCHOOL/SETTING**

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT

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ACCESSIBILITY PLAN 2017 - 2020**COMPLETED EXAMPLE - IMPROVING ACCESS TO THE CURRICULUM**

Target	Strategy	Outcome	Timeframe	Achievement
Revised training for all staff in teaching children with a hearing impairment.	Hearing Impaired Service to lead training in use of transmitter and general understanding of the needs of a hearing impaired child.	All staff have clear understanding of the needs of hearing impaired children and how to ensure the curriculum is fully accessible to them.	Autumn 2015	Hearing impaired child is successfully included in all aspects of school life.
Training for staff in the identification of and teaching children with ASD and other specific learning difficulties.	All staff attend appropriate training. Outreach provision from external agencies.	All staff are familiar with the criteria for identifying specific needs and how best to support these children in the classroom.	Autumn 2015	Children with ASD are successfully included in all aspects of school life.
All out-of-school and extra-curricular activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school and extra-curricular provision to ensure compliance with legislation	All out-of-school and extra-curricular activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Summer 2015	Increase in access to all school activities for all disabled pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	December 2015	Increase in access to the National Curriculum
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school.	Whole school community aware of issues relating to Access	July 2015	Society will benefit by a more inclusive school and social environment
Review TA deployment	In review meetings with teaching assistants establish when they are available to support children each day that may be different to their current working hours.	Adult support is available during key times that individual children may need support i.e. lunchtimes, PE lessons, extra-curricular activities.	Reviewed Annually	Children who need individual adult support to participate in some activities have access to this support.

ACCESSIBILITY PLAN 2017 - 2020**COMPLETED EXAMPLE - IMPROVING THE PHYSICAL ENVIRONMENT**

An Asset Management Plan / Access Audit was carried out by _____ in _____ and a number of recommendations made:

AAM or AA Report Ref.	Item	Activity	Timescale	Cost	Responsibility
1	Disabled parking bay(s) and signs	Needed by school office for access by parents of children with disabilities and parents who have disabilities	Autumn 2015		
4	Dropped kerbs either side of main vehicle entrance.	Pedestrian access	Spring 2016		
6/11	Pupil access to practical science.	<ul style="list-style-type: none"> ▪ Rise and fall lab desk for wheelchair access ▪ Lower unit containing sink, gas tap and electrical sockets to support access to pupils in wheelchairs 	Summer 2017		
9	Access to school office	<ul style="list-style-type: none"> ▪ There should be a sign indicating where people with disabilities should go. ▪ A communication system/buzzer system to the school office at wheelchair level outside of the main entrance at the bottom of the steps so people with disabilities can indicate that they are there. (Possibly an induction loop for hearing aid users.) 	Spring 2017		
32	Staircases	Colour-contrasted stair nosings and handrails to both sides of staircases	Summer 2017		
32/2	Reception and corridor decoration	Colour contrast door frames, skirting boards, carpeting and walls	Autumn 2015		
29	Accessible toilet	To provide one unisex accessible toilet in A Block	Summer 2016		
27/33	Provision of a lift to access the upper floors	Lift to LRC Lift in B Block	Discussion to be held with LA by (DATE)		
18/20	Provision of induction loops	Reception Hall B	Autumn 2016		
24	Improve Reception facilities	The counter is lowered to a maximum height of 800mm, with knee-space under.	Summer 2016		
31	Light switches, power outlets and emergency alarm buttons	To be moved to wheelchair height, as finances allow.	Autumn 2017		
29/3	Adapted wash basins to be at wheelchair height with space under for wheelchair to allow user	To be moved to wheelchair height, as finances allow.	Autumn 2017		

APPENDIX B(ii)

AAM or AA Report Ref.	Item	Activity	Timescale	Post	Responsibility
	to get close to wash basin.				
N/A	Front entrance to school refurbished with a shallower slope.	Appoint designer and builders to refurbish entrance area to provide a more suitable, shallower slope for wheelchair and disability access.	Autumn 2016		
N/A	Doors out to the playground by room 5 need widening.	Final exit doors to the playground near room 5 to be widened to achieve a minimum width of 900mm to allow wheelchair access/egress and the mat well needs to be infilled	Autumn 2015		
N/A	Fire and emergency evacuation procedures to be in place for those with additional needs.	<ul style="list-style-type: none"> ▪ Regular training for staff in the use of evac chairs. ▪ Need to regularly review the escape strategy, management controls and staff training needed as appropriate. ▪ PEEPs to be developed for all pupils with additional needs including those using wheelchairs, those with mobility difficulties and hearing/visual impairments. ▪ General Emergency Evacuation Plans (GEEPs) to include any visitors with additional needs. ▪ Sign to be displayed at reception informing visitors that a scheme of assisted evacuation can be offered. 	Ongoing from June 2015		
N/A	Improve acoustics for hearing impaired pupils.	Carpet Classroom 2 and 6 and fit blinds. Seek advice from SEN service to increase access for pupils with hearing impairments in some areas of school.	2016-2017		
N/A	Improving the visual environment for pupils with visual impairments.	Incorporation of appropriate colour schemes when refurbishing music block – seek advice from SEN Service and relevant pupils on appropriate colour schemes.	Summer 2015		

ACCESSIBILITY PLAN 2017 - 2020**COMPLETED EXAMPLE - IMPROVING THE DELIVERY OF WRITTEN INFORMATION**

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Ongoing	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Summer 2016	Delivery of school information to parents and the local community improved
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve.	Send out survey to parents regarding quality of communication.	School is more aware of the opinions of parents and acts on this.	January 2016	Parental opinion is surveyed and action taken appropriately.
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from Hearing & Visually Impaired Service on alternative formats and use of IT software to produce customised materials.	All school information available for all	Autumn 2015	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised	Ongoing from Autumn 2015	School is more effective in meeting the needs of pupils.
The school moves towards an electronic method of reporting to parents.	Electronic reporting methods are explored.	The school has explored electronic reporting methods and is knowledgeable about best practice.	Autumn 2016	The school is able to move forward with electronic reporting to parents.