

Donnington Wood Infant School & Nursery



Accessibility Plan 2019-21

Date of Policy Creation	June 2019	Named Responsibility	Headteacher - Mrs C Boddy SENCo - Mrs S Pitt
Date of review completion	June 2019	Named Responsibility	Safeguarding & Premises Committee
Inception of new Policy	June 2019	Named Responsibility	Mrs C Boddy
Date of Policy Adoption by Governing Body	June 2019		

All staff and the wider school community will be given a copy of this policy. Copies are available from the office or via the website for parents and members of the wider community

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) as "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."

(Definition of the terms):

- 'physical impairment' includes sensory impairments;
 - 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness;
 - 'substantial' means 'more than minor or trivial'; and
 - 'long-term' is defined as 12 months or more
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- The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the person's ability to carry out normal day-to-day activities is substantial and long-term, as defined above.

The effect on normal day-to-day activities is on one or more of the following:

- mobility;
- manual dexterity;
- physical co-ordination;
- 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.

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement. There are special provisions for people with progressive or recurring conditions.

Key Objective

To reduce and eliminate barriers to access the curriculum and lead a full participation in the school community for students, prospective students, staff and visitors with a disability.

Our Aims

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 and Early Years Foundation Stage Framework, which underpin the development of a more inclusive curriculum. We aim to achieve this by -

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.
- not discriminating against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils more favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage

The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.

Current Practice

A range of outside agencies who offer advice, guidance and support in meeting the needs of the pupils we support. These suggestions are updated on the child's individual target plan. These agencies include:

- The Learning Support Advisory Service;
- Speech and Language Therapy Service;
- Occupational Therapy Service;
- Children's Physiotherapy Service;
- CAMHS;
- Educational Psychology Service;
- School multicultural development service;
- Attendance Support Team;
- Sensory Inclusive Service;
- School nurse / Health Visitors

Improving Access to the curriculum

- Regular whole staff training on differentiation, teaching strategies and classroom provision. During 2018-19 this included specific training for all staff on autism and mental health.
- Half termly "Special Educational Needs Surgery" to support staff lead by the Special Educational Needs Coordinator (SENCO)
- Individual timetables to support routines of the day
- Intervention groups to support children with specific goals eg. "Cool Kids" intervention program
- Access to advice and support for staff from a range of external agencies including - Learning Support Advisory Teacher (LSAT), Educational Psychologist, Speech & Language Team, Stepping Stones, Health Visitors, Occupational therapy, Sensory Inclusion Service etc
- After school clubs available for all children to access.
- All children access the wider "school curriculum" e.g school trips

Improvements made to the environment of the school

- 1 designated parking bay for people with a disability
- Disabled toilet in nursery with hand rails and large toilet step
- 'Climb up' changing table to suit the needs of older children who need changing
- Disabled toilet in the school building with handrails and wheel chair access
- Ramp installed in the main school corridor replacing a broken lift
- Path installed near Nursery 2s and Reception to improve access around the building

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School Accessibility Plan 2017-19

2019-21	Desired Outcomes	Action	Resources	Review
On-going	Ensure compliance with DDA and Code of Practice	Staff and governors informed of requirements and obligations of DDA, and of the Accessibility Plan.	Staff meeting Governors meeting	
	Staff able to manage their own emotional health & wellbeing and	Staff training to support emotional health & wellbeing for staff and pupils	Pupil & Family Support Manager to attend 'Future in mind' training & update and then disseminate to staff	
	Staff feel better equipped to identify children with mobility / co-ordination difficulties and provide appropriate support	Staff training in provision for children with mobility and /or co-ordination difficulties (including fine motor skills)	SENCo time to prepare and lead staff training Purchase of any additional resources needed	
	Improved pupil understanding of disability and inclusion	Involve school council for their ideas and improvements.	Staff member responsible for School Council working with SENCo	
	Ensure adequate provision for parking for blue badge holders	Quotes for remarking of car parks to provide additional marked disabled bays	Cost of marking car parks	