

Donnington Wood Infant School & Nursery



Accessibility Plan 2020-22

Date of Policy Creation	June 2019	Named Responsibility	Headteacher – Mrs C Boddy SENCo – Mrs S Pitt & Mrs V Jones
Date of review completion	Dec 2020	Named Responsibility	Safeguarding & Premises Committee
Inception of new Policy	Jan 2021	Named Responsibility	Mrs C Boddy
Date of Policy Adoption by Governing Body	Jan 2021		

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 Equality Act (2010) 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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	Desired Outcomes	Action	Resources	Review
Access to the curriculum	For all staff to implement visual strategies to support children's understanding of language, i.e. Makaton, symbols, pictures, real objects.	<ul style="list-style-type: none"> • Staff to receive training on the development of early language and how to support expressive and receptive language skills. • SENCO and SLT to monitor the implementation of the training and use of resources through learning walks and observations. • If specific resources are being used for particular children, this is evidenced on provision maps. • Train staff in use of PECS 	SENCO time for monitoring LSAT/SALT time for training	
	To develop the use of assistive technology to support children's access to the curriculum.	<ul style="list-style-type: none"> • Identifying individual's needs • Research and purchase appropriate ICT hardware/software • Training staff and children on use • Monitoring use of ICT for individuals • Evidence of ICT on provision maps 	Immersive Reader (free) – webinar which teaches how to use it (Y2) iPad – microphone mode for recording children's speech into text (individuals) Clicker8 – writing (cost) – free trial available SYM writer2 – writing (cost) – free trial available	
	For all children with physical needs to have planned access to PE and other physical activities within the school day	<ul style="list-style-type: none"> • SENCO to support staff in the planning of PE for children with physical needs • SENCO and SLT to monitor PE activities 	SENCO time for planning with class teachers SENCO time for monitoring Support from specialist provision if needed	

Access to information	Ensure that school information is accessible for all parents.	Research how speech can be added to our website in order for parents to access information on there.	Support from ICT team	
	Improved pupil understanding of disability and inclusion.	<ul style="list-style-type: none"> • Involve school council for their ideas and improvements. • Research and purchase books and resources to explain and show disabilities/other needs. • Research further resources showing disabilities. 	Books about disabilities and learning needs Assemblies or lesson opportunities to discuss disabilities and other needs	
	Ensure visual structures are used to help with organisation.	<ul style="list-style-type: none"> • Monitor use of visual timetables – SENCO and SLT • Identify individual's needs for use of visual supports such as now/next boards and task management boards. Ensure this is evidenced on provision maps. 	SENCO time to monitor SENCO time to support staff in use of visual aids	
Access to the environment	For children with physical needs to be able to access all areas of the school environment.	<ul style="list-style-type: none"> • Contact OT to assess the physical environment for specific children • Change one set of taps in nursery to lever taps • Monitor use of outdoor provision for individual children with physical needs 	Purchase taps Caretaker to install taps	
	To reduce the barriers to the physical environment for people with visual impairment.	<ul style="list-style-type: none"> • Paint white lines on the edges of steps outside the front and rear of the school building • Apply white strips to the edge of stairs in school 	Buy strips and paint Caretaker to paint white lines and apply strips	
	Ensure adequate provision for parking for blue badge holders	Increase the amount of disabled parking bays on the car park	Cost of marking the car park	
	Ensure emergency and evacuation systems are set up for all people in school, including those with sensory impairments.	<ul style="list-style-type: none"> • Individual risk assessments for children with additional needs • Research visual alarms 	Use advice from Sensory Inclusion Service plans	