



Accessibility Plan 2023 - 2026

Purpose of the Plan

The purpose of this document is to show how Standhill Infants' School intends, over time, plans to increase the accessibility of our school for pupils with a disability. 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 Disability Discrimination Act:

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 outlawed 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.

- 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;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which 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. eg. 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.

Standhill Infants' School 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.

Standhill Infants' School Accessibility Plan 2023-2026 Targets	Strategies	Outcome	Timeframe	Achieved
EQUALITY AND INCLUSION				
To improve staff awareness of disability issues and have training needs met (e.g physio for specific children)	Review staff training needs. Provide training for members of the school community as appropriate.	Whole school community aware of issues. Individual staff have specific training and can support children	On-going. Autumn 2020	
To source appropriate resources to support curriculum access for all.	Discuss with outside agencies. We use resources tailored to the needs of pupils who require support to access the curriculum.	Pupils with SEND can access the curriculum and make progress. Resources are adapted as required.	On-going	
To provide appropriate resources and interventions with children with EAL.	Visuals, dual language books, EAL assessments, interventions that focus on vocabulary, dual language letters home.	Pupils with EAL can access the curriculum and make progress.	On-going	
PHYSICAL ENVIRONMENT				
To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by Governors. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access.	On-going.	
Personal Evacuation Plans in place for appropriate pupils.	PEPs in place and shared with appropriate staff. Reference made on children's passports.	Children to be safely evacuated from the school in the event of an emergency.	Autumn 2023	
CURRICULUM				
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENCo to review the needs of children and provide training for staff as needed.	Staff are able to enable all children to access the curriculum.	On-going	

To ensure that all children are able to access all out-of school activities. eg. clubs, trips, residential visits etc.	Review of out of school provision to ensure compliance with legislation.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	On-going.	
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class and provide equipment as needed. eg. special pencil grips, headphones, writing slopes etc.	Children will develop independent learning skills.	Reviewed termly by SENCo.	
To meet the needs of individuals during statutory end of KS1 tests.	Children will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually.	
WRITTEN/OTHER INFORMATION				
To ensure that all parents and other members of the school community can access information (including EAL).	Written information will be provided in alternative formats as necessary.	Written information will be provided in alternative formats as necessary.	As needed.	
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	Staff to hold parents' evenings by phone or send home written information.	Parents are informed of children's progress.	Termly.	

Accessibility Audit

Physical access audit and plan (1 yes 4 not accessible)

Item	Issue	1	2	3	4	Action Plan
1	Is furniture and equipment selected, adjusted and located appropriately?	X				

2	Are pathways and routes logical and well signed?	X				
3	Do you have emergency and evacuation procedures to alert all students?	X				
4	Is appropriate furniture and equipment provided to meet the needs of individual students?	X				
5	Do furniture layouts allow easy movement for students with disabilities?	X	x			
6	Are quiet rooms/calming rooms available to children who need this facility?	X				Yes there are 2 spaces downstairs and 1 upstairs
7	Are car park spaces reserved for disabled people near the main entrance?			x		In agreement with the head – but nothing is marked in the car park
8	Are there any barriers for easy movement around the site and to the main entrance?	x				PEEPs in place where appropriate Ramp fitted to rear exit.
9	Are steps needed for access to the main entrance	X				No
10	Do all those steps have a contrasting colour edging?	X				
11	If there are steps, is a ramp provided to access the main entrance?	X				Ramp completed at back door September 2019.
12	Is there a continuous handrail on each ramp and stair flight and landing to the main entrance?			X		N/A See 10
13	Is it possible for a wheelchair user to get through the principal door unaided?				x	Someone would need to hold the doors open
14	If no, is an alternative wheelchair accessible entrance provided?				x	See no 13

15	If there is a lobby at the principal entrance, is it possible for a wheelchair user to negotiate the doors?			x		With support
16	Do all internal doors allow a wheelchair user to get through unaided?			x		Yes if they are left open
17	Do all the corridors have a clear unobstructed width of 1.2m?	X				
18	Does each block have a wheelchair accessible toilet?				x	No. we would assist for children but adult toilet facilities are upstairs.
19	Does the relevant block have accessible changing rooms/shower facilities?		x			There is a height adjustable change bed.
20	If the block is on more than one level, do the internal steps/stairs have contrast colour edgings?				x	Upstairs if for adults only There is an 'adult' size toilet in the downstairs front set of toilets, however this is not wheelchair friendly size.
21	Is there a continuous handrail on each internal stair flight and landing?				x	
22	Does the block have a lift that can be used by wheelchair users?				x	
23	Do you have any other sort of mechanical means provided to move between floors? If yes, please state.				x	
24	Is it possible for a wheelchair user to use all the fire exits from areas to which they have access?				x	Peep in place where appropriate. Child would be either carried through fire door or wheeled out the front or back door – which ever is nearer.
25	Are non-visual guides used to assist people to use the buildings?	X				Would require specific risk assessments based on individual need.
26	Could any of the décor be confusing or disorientating for students with disabilities?	X				Would require specific risk assessments based on individual need.
27	Is a hearing induction loop available (either fixed or portable) in the school?				X	Arrangements could be put in place to cater for statutory assessments needs.

28	Do emergency alarm systems cater for those with hearing impairment? (e.g. flashing light)	X				
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Learning access and audit

Item	Issue	1	2	3	4	Action Plan
1	Do you provide disability awareness training to enable all staff to understand and recognise disability issues?	x				We put this in place when needed. Will be identified on SIP
2	Do you have arrangements for teachers and teaching assistants to have the necessary training to teach and support children and young people with disabilities if required?	X				
3	Do all staff seek to remove all barriers to learning and participation?	X				
4	Is teaching appropriately differentiated to meet individual needs so that children and young people make good progress?	x				
5	Are all children and young people encouraged to take part in music, drama and physical activities?	X				
6	Do staff provide alternative ways of giving access to experience or understand for children and young people with disabilities who cannot engage in particular activities, for example some forms of exercise in physical education?	x				
7	Do all staff recognise, understand and allow for the additional planning and effort necessary for children	x				

	and young people with disabilities to be fully included in the curriculum?					
8	Are all staff encouraged to recognise and allow for the additional time required by some students with disabilities to use equipment in practical work?	x				
9	Do you provide access to appropriate technology for those with disabilities?		X			Inclusive technology. iPad for visually impaired
10	Are school visits, including overseas visits, made accessible to children and young people irrespective of attainment or disability?		X			As far as is practicably possible and safe.
11	Do you ensure that all school staff are familiar with technology and practices developed to assist people with disabilities?		x			Training needs under regular review due to specialist needs of specific children.

Information access and audit

Item	Issue	1	2	3	4	Action Plan
1	Do you have arrangements to provide information in simple language, symbols, large print, on audiotape or in Braille for students and prospective students who many have difficulty with standard forms of printed information?	X				
2	Do you have the facilities such as ICT to produce written information in different formats?	X				Website is easily translated by click of a button to many different languages
3	Do you ensure that information is available to staff, students and parents in a way that is user friendly for all people with disabilities? (see guidance notes)	X				

Review date September 2026