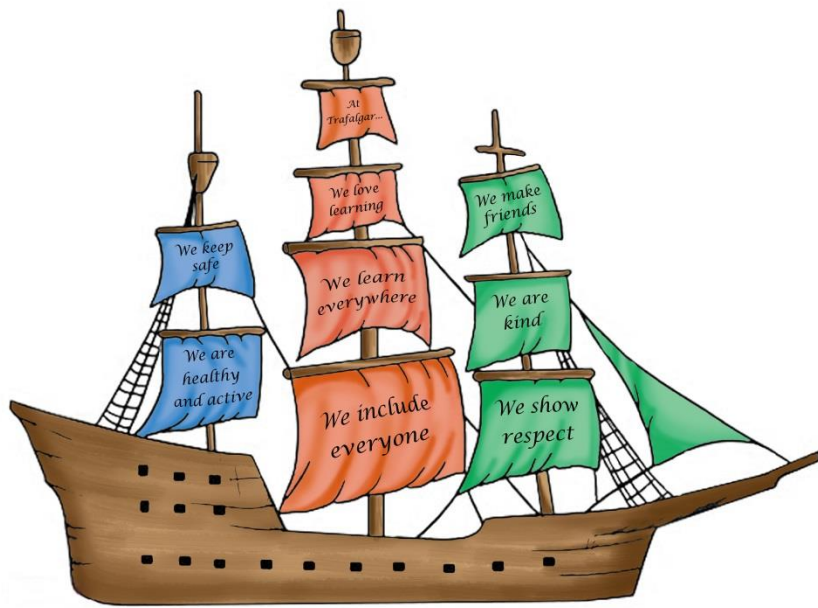


# Trafalgar Community Infant School



## Policy Document

### **Accessibility Plan 2019-2022**

**Reviewed: Autumn 2019**  
**To be Reviewed: Autumn 2022**

## Purpose of Plan

This plan shows how Trafalgar Community Infant School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

## What is Disability?

***“Disability is a physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities.”***

## Disability Discrimination Act

This definition was amended and broadened under the Disability Amendment Act to:

- **People with cancer or surviving cancer are now included, as are people with HIV and MS.**
- **The Disability Equality in Education (DEE) department recommends that all pupils with special educational needs and those with long term medical needs be treated as disabled for the purposes of the Act and for equality. This is in addition to all pupils with long term impairments which have a significant impact on their day to day activities.**

At Trafalgar Community Infant School we know that disabled pupils may or may not have special educational needs. We also recognise that social and behavioural difficulties are part of the disabled definition.

## Areas of Planning Responsibilities

- A. Increasing access for disabled pupils to the school curriculum.
- B. Improving access to the physical environment of the school.
- C. Improving the delivery of written information to disabled pupils and disabled parents/carers.

## Current Range of Known Disabilities

The school has pupils with a range of disabilities, including physical, learning, behavioural and social difficulties. At present, we have no wheelchair dependent pupils, parents/carers or members of staff, we do have a visually impaired child and provision has been put in place for them. We have had a child with a physical disability and support has been put in place to enable them to access all areas of the curriculum. We have had parents with limited mobility and have made adjustments to our access arrangements to enable them to attend meetings and performances.

## Contextual Information

The school is on a single level. There is a toilet with access for people with physical disabilities. Two of the three year 2 classes are taught in huts which have more limited access. Where necessary year 2 children will be based in the classroom in the main school to ensure easier access for them to their learning area and easier access to the main office and disabled toilet, should this be necessary.

### A. Increasing access for disabled pupils to the school curriculum

Improving teaching and learning is at the heart of the school’s work. Through self-review and Continuous Professional Development (CPD) we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet each child's needs within mixed ability, inclusive classes.

Target	Strategies	Time-scale	Responsibility	Outcome
Increase the confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access. Assign CPD for differentiation and recording methods	On-going and as required	LT	Raised staff confidence in strategies for differentiation and increased pupil participation.
Ensure all staff are aware of disabled pupils curriculum access needs	Set up an individual Gold Support Plan and/or Health Care Plan for disabled pupils as required. Information sharing with all agencies involved with the pupil.	As required	Inclusion Leader	All staff aware of individual needs.

Target	Strategies	Time-scale	Responsibility	Outcome
Ensure that appropriate physical aids are provided to meet the needs of disabled pupils	Seek and follow advice from other agencies as appropriate.	As required	Inclusion Leader	Pupils have the appropriate physical aids to enable them to access the curriculum.
Use IT software to support learning appropriately	Make sure software is installed where needed.	As required	IT subject leader/Inclusion Leader	Wider use of SEND resources in classrooms as appropriate.
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible. Ensure each new venue is risk assessed for appropriateness.	As required	EVC/Class teacher/Inclusion Leader	All pupils able to access all educational visits and take part in a range of activities.
Review PE curriculum to ensure PE is accessible to all	Gather information on accessible PE and disability sports. Seek disabled sports people to come into school.	As required	PE subject leader	All have access to PE and to be able to succeed.

#### **B. Improving access to the physical environment of the school**

We will ensure that the physical environment of the school is appropriate to the current needs of our school community.

Target	Strategies	Time-scale and responsibility	Success Criteria
The school is aware of access needs of disabled pupils, staff, parent/carers, governors and visitors	To ensure that disabled pupils have a Gold Support Plan and/or Health Care Plan as needed. Be aware of staff, governors and parents/carers access needs and meet as appropriate. Consider access needs during the recruitment process.	As required. Induction and on-going if required. Recruitment process.  HT/Inclusion Leader	Gold Support Plans and/or Health Care Plans are in place for disabled pupils and all staff aware of all pupils needs. All staff and governors feel confident that their needs are met. Parents/carers have full access to all school events and activities. Access issues do not influence recruitment and retention issues.

#### **C. Improving the delivery of written information to disabled pupils and disabled parents/carers**

This will include making written information which is normally provided by the school available to all. Examples might include work sheets, books and information about school events. The presentation of the information should take account of disabilities and preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we aim to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools' IT infrastructure will enable us to access a range of material supportive to need.

Target	Strategies	Time-scale	Responsibly	Success Criteria
Provide information in an appropriate format eg. simple language, symbols, large print, for prospective pupils or prospective parents/carers who may have difficulty with standard forms of printed information.	Ensure website is fully compliant with requirement for access by a person with visual impairment. Ensure prospectus is available via the school website. As needed.	As required	Office/Inclusion Leader	All can access information about the school.
Review information to current parents/carers to ensure it is accessible	Provide information and letters in clear print in “simple” English. School office and/or the Inclusion Leader will help and support parents /carers to access information and complete forms relating to their child’s needs, as required. Ensure website and all documents are accessible via the school website and that they can be accessed by all, including the visually impaired.	During indication On-going	School office staff/Inclusion Leader	All parents receive information in a form that they can access.
Languages other than English are visible in school.	Signs to be multilingual	On-going	All staff	Pupils and parents feel supported and included.
Provide information in other languages (including sign language) for pupils and parents/carers	Access to translators, sign language. Interpreters to be offered if necessary and possible.	As required	Inclusion Leader	Pupils and parents/carers feel supported and included.