



Garrick Green Infant School

Accessibility Plan

This policy was approved by the Local Governing Body on:-	1.10.18
The policy owner is:	REBECCA DEWING HEAD TEACHER
This policy will be reviewed by the Local Governing Body in: (unless earlier review is recommended by the Trust)	OCTOBER 2019
Policy Version:	V1.2
Signed by the Chair of the Local Governing Body:-	JASON TIPPLE
Ratified by the Board of Trustees	
Signed by the Chair of Trustee Board	



Garrick Green Infant School has been described by Ofsted as having a 'welcoming and happy environment in which pupils thrive and want to do their best.' We want all children to enjoy school, to be challenged to achieve their very best, and to develop a love of learning. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Purpose of Plan

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

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse affect on his/her ability to carry out normal day to day activities.

Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this 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)



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- Improving access to the physical environment of the school (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Contextual Information

Garrick Green Infant school is a single storey building with one mobile classroom that is accessible by steps. The main building has a disabled toilet. Both the main entrance to the school and the hall are accessible by a ramp. All other entrances to the school have a step.

At present, we have no wheelchair dependent pupils or staff or parents.

Current Range of known disabilities

The school has children with a range of disabilities which includes moderate and specific learning disabilities.



Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies 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 every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Improving access to the curriculum

TARGET	STRATEGIES	TIME SCALE	RESPONSIBILITY	SUCCESS CRITERIA
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign CPD as and when necessary	Ongoing and as required	HT/SENCO	Raised staff confidence in strategies for differentiation to meet differing needs Improved curriculum access for all pupils
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Assign CPD as and when	As required	HT/SENCO	Raised confidence of staff Improved curriculum access for all pupils



	necessary			
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	As required	HT/SENCO	All staff aware of individual's needs Consistent approach from all staff to individual child
Use ICT software to support learning	Make sure software purchased and installed as appropriate	As required	HT/SENCO	Improved curriculum access for disabled pupils
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	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into	As required	PE lead	All to have access to PE and be able to excel Raised awareness of inclusion amongst staff and pupils



	school for an assembly			
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Improving access to the physical environment of the school

All areas of the school, with the exception of the mobile classroom, are accessible to all pupils, staff and parents. Additional provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We will request and follow the guidance of support agencies such as the Virtual School for Sensory Support to ensure that our school's physical environment meets the needs of all who use it.

TARGET	STRATEGIES	TIME SCALE	RESPONSIBILITY	SUCCESS CRITERIA
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the PLP process when required. Be aware of staff, governors and parents access needs and meet as appropriate	As required	HT/SENCO	PLPs in place for disabled pupils and all staff aware of pupils needs All staff and governors feel confident their needs are met Parents have full access to all school activities Access issues do not influence recruitment
	Through questionnaires/discussions/newsletters find out the access needs of parents/carers	Annually	LGB	
	Consider access needs during recruitment process	As required	HT	



	Early transition meetings with pre-school settings to ensure school is prepared for new entrants with disabilities	Annually	EYFS lead	and retention
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents, staff when considering any new design and layout of school and allocation of classes each year	On going	HT	Accessibility for all
Improve signage and external access for visually impaired people	Follow advice of environmental audit by Virtual School for Sensory Support	Ongoing	HT/LGB	Visually impaired people feel safe within school grounds
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Annual review of evacuation procedures to ensure all staff are aware of their responsibilities	As required Annually	HT/SENCO HT	All disabled pupils and staff working alongside are safe in the event of a fire or other emergency requiring evacuation of the building
All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access and that corridors and escape routes are kept clear	Ongoing	HT	All disabled staff, pupils and visitors can evacuate the building



				without being obstructed
Ensure access to IT equipment	Liaise with VI/HI on information with regard to any visually and/or hearing impaired pupils	As required	IT lead/SENCO	All pupils have access to IT equipment

Improving the delivery of written information to disabled pupils, parents and carers

This will include planning to make written information that is normally provided by the school available to all. Examples might include newsletters, reading books and homework. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe. In planning to make written information available to disabled pupils we again need to establish the current level of need and be able 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.



TARGET	STRATEGIES	TIME SCALE	RESPONSIBILITY	SUCCESS CRITERIA
Ensure information given to parents and carers is accessible	Provide information and letters in clear print in 'simple' English. School office will support and help parents to access information and complete school forms Ensure website and all document accessible via the school website can be accessed by the visually impaired.	Ongoing	HT and office staff	All parents receive information in a form that they can access All parents understand the headlines of the school information Communication between school and all parents is good
Ensure all staff are aware of guidance on accessible format and who requires what	Information sharing between all staff	As required	HT	Communication between school and all parents is good
Provide information	Access to translators,	As required	HT	All parents receive



<p>in other languages for pupils and parents who may have difficulty with hearing or language problems</p>	<p>sign language, interpreters to be offered if possible</p>			<p>information in a form that they can access</p> <p>All parents understand the headlines of the school information</p> <p>Communication between school and all parents is good</p>
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Monitoring and Review

The Local Governing Body will review this policy every year and assess its effectiveness and implementation. Any deficiencies identified shall be corrected and used to inform review of the policy, which will be promoted and implemented throughout the Academy.

The Head Teacher will report on the effectiveness of the policy to the Local Governing Body as and when guidelines or best practices have materially changed or at a frequency requested by the LGB.

Prepared by Rebecca Dewing

Due for Review - September 2018

