

Overdale Infant School



Accessibility Plan 2022-2024

Approved by: Matt Davis **Date:** 07.06.23

Next review due by: October 24

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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

Overdale Infant School aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

In fulfilling our legal obligations and best practice aspirations, we are guided by nine principles:

- all pupils, their parents and carers, are of equal value;
- we recognise and respect difference - treating people equally does not mean treating everyone the same. Equality is about fair treatment and sometimes people have to be treated differently in order to make sure that things are fair;
- we foster positive attitudes and relationships and a shared sense of cohesion and belonging;
- we observe best equalities practice in staff recruitment, retention and development;
- we aim to reduce and remove inequalities and barriers that already exist;
- we consult and involve widely.
- we intend that society as a whole should benefit from our policies and activities, promoting greater social cohesion and participation in public life;
- we base our practices on sound evidence and information; and
- we formulate and publish our equality objectives at least every four years and our accessibility plan is reviewed at least every three years.

In practice, this means assessing the implications for people with particular protected characteristics when deciding; considering equality implications when developing policy and taking action; and integrating the public sector equality duty into the carrying out of our functions. In doing this, we keep each curriculum subject and teaching strategy under review to ensure that teaching and learning reflect the guiding principles set out above.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including **parents, staff and governors of the school**.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments, such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Target	Strategies	Timescale	What will success look like?
To be aware of the access needs of disabled children, staff, Trustees and parents/ carers	<ul style="list-style-type: none"> •Ensure the school staff & Trustees are aware of access issues ('access' meaning 'access to' and 'access from') •Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process •Ensure staff and Trustees can access areas of school used for meetings •Annual reminder to parents and carers through newsletter to let us know if they have problems with access to areas of school •Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired •Communication in print around school to help children's understanding and visual recognition 	As required	<ul style="list-style-type: none"> • SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. • All staff & Trustees are confident that their needs are met. • Continuously monitored to ensure any new needs arising are met. • Parents have full access to all areas of school • PEEPs are prepared and reviewed as individual needs change
Maintain safety for visually impaired people	<ul style="list-style-type: none"> •Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges •Check exterior lighting is working on a regular basis •Put black/ yellow hazard tape on poles at end of play equipment and canopies to help visually impaired children, if appropriate •Check flashing beacons that signal fire alarm activation regularly 	Annually, and as new children join the school throughout the year	<ul style="list-style-type: none"> • Visually impaired people feel safe in school grounds. • Yellow edges and flashing beacons to be monitored as needed throughout the school year.
Lunchtime in communal areas in the main building.	<ul style="list-style-type: none"> •Ensure children who need longer to eat lunch have more time during lunchtime. •Or those who find the noise of the dining hall difficult to manage have somewhere quieter to eat. 	Daily	<ul style="list-style-type: none"> • All children can access adequate time and space for lunch.
Ensure there are enough fire exits around school	<ul style="list-style-type: none"> •Daily health and safety checks of the school and its surroundings. 	Daily	<ul style="list-style-type: none"> • All disabled personnel and pupils have safe exits from school.

that are suitable for people with a disability	<ul style="list-style-type: none"> •Ensure staff are aware of need to keep fire exits clear 		
Whole School Evacuation	<ul style="list-style-type: none"> •Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities). •Children and staff to have PEEP's where needed. 	Annually, and as new children join the school throughout the year.	<ul style="list-style-type: none"> • All physically disabled persons can be safely evacuated.
Accessible car parking	<ul style="list-style-type: none"> •Disabled members of staff and visitors have a place to park in the staff car park near the main entrance into the school •Where parents and/or carers have mobility issues they will be able to access the KS1 playground via the main entrance. 	On-going	<ul style="list-style-type: none"> • There is a place for disabled members of staff and visitors to park throughout the school day.
Access to learning/ in class provision	<ul style="list-style-type: none"> •Review SEND children's access to curriculum within class sessions. •Observations to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed. •Ongoing monitoring from SENCO. •Liaise with external professions e.g. SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations 	On-going	<ul style="list-style-type: none"> • All pupils have equal access to a broad and balanced curriculum. • Scaffolding is in place where necessary. • Reasonable adjustment list details adjustments in place for children to access the curriculum.
All school visits and trips need to be accessible to all pupils	<ul style="list-style-type: none"> •Risk assessments to ensure that all children including children with physical disabilities can access trips. •Ensure venues and means of transport are vetted for suitability •Ensure staff are fully briefed with regards to children with SEND 	On-going	<ul style="list-style-type: none"> • All pupils are able to access all school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	<ul style="list-style-type: none"> •Review PE curriculum to include disability sports 	Annually	<ul style="list-style-type: none"> • All pupils have access to PE and are able to excel, for example via support from an adult or with adapted resources.
Ensure disabled children can take part equally in whole school events, lunchtime and after	<ul style="list-style-type: none"> •Ensure whole school events can be adapted to include all children •Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – 	As required	<ul style="list-style-type: none"> • Children with disabilities feel able to participate equally in out of school activities

school activities	<p>especially after school</p> <ul style="list-style-type: none"> •Ensure there is a way of getting children with mobility issues/ wheelchairs to the hall, where sports clubs usually take place 		
Ensure all staff have specific training on disability issues	<ul style="list-style-type: none"> •Identify training needs at regular meetings 	On-going	<ul style="list-style-type: none"> • Raised confidence of teaching and support staff in providing for the needs of individual children.
Communication with Parents	<ul style="list-style-type: none"> •Ensure parents have access to our SEN provision/SEN school offer currently on the school website. •Ensure parents meet and can contact SENCO at any time. •Parents meet regularly with SENCO at coffee mornings to access further support and advice. •Ensure that the annual report to parents of SEND is accessible and informative for parents. 	On-going	<ul style="list-style-type: none"> • Parent/school communication is strong • Parents confidently contact SENCO for support and advice
Pupil Voice	<ul style="list-style-type: none"> •Children are given opportunities to share their concerns, their views and their ideas. •Reasonable adjustments are made as needed. 	On-going	<ul style="list-style-type: none"> • Children voice is heard and acted upon. • Children feel listened to. • Regular pupil surveys. • School council

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the Deputy Headteacher in conjunction with the Headteacher and SENDCo.

It will be approved by the Headteacher and the Governing Body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- › Health and safety policy
- › Equalities Policy including objectives (public sector equality duty) statement for publication
- › [Special educational needs \(SEN\) information report](#)
- › [SEND policy](#)
- › [Supporting pupils with medical conditions policy](#)