

FLEET INFANT SCHOOL

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Accessibility Action Plan 2024-2027

Ratified by the Governing Body: February 2024

Review date: February 2027

Introduction

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001.

Definition of Disability: Disability is defined by the Equality Act 2010: "A person has a disability if he or she has a physical or mental impairment that has substantial and long-term adverse effect on his or her ability to carry out normal day to day activities." Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA substantial means 'more than minor or trivial'. Long term means 'has lasted or is likely to last more than twelve months'.

The school recognises its duty under the DDA (as amended by the SENDA):

- not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- not to treat disabled pupils less favourably
- to take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- to publish an Accessibility Plan.

Key Aims

For pupils, and prospective pupils, staff, parents/carers and visitors with a disability:

- To reduce and eliminate barriers to participation/access in the school curriculum
- To improve and maintain access to the physical environment
- To improve the delivery of information to disabled pupils, parents and visitors

Current good practice**a) Curriculum**

The school seeks and follows the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts to ensure we maximise pupils' learning opportunities and experiences. The school works closely with parents and professionals before pupils enter school to ensure specialist expertise and

resources are in place. The school promotes and supports effective teaching with active and participative learning for all pupils alongside placing a high value on developing self-esteem and ensuring that learning for all takes place in a stimulating, purposeful and creative environment. The school curriculum is broad, rich and innovative and is responsive to the different learning needs of pupils and delivers their entitlement to high quality learning. All pupils are supported to overcome barriers to learning. All extra curriculum activities are available to all pupils.

b) Physical environment

The school building is more than 30 years old and on one level. The main building is fully accessible with the exception of 3 temporary classrooms having steps to enter the rooms.

The school takes account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

c) Provision of information

The school makes itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Objective	What	When Who	Timescale	Success Criteria
Aim 1- to reduce and eliminate barriers to participation/ access in the school curriculum				
To liaise with preschool providers to review YR intakes	Identify pupils requiring additional/different provision	EYFS Lead	Summer term every year	Smooth transition into Year R for all pupils
To ensure access to curriculum for all pupils	To individualise provision where necessary through use of: <ul style="list-style-type: none"> • LSAs • Personalised resources • Nurture groups • Intervention programmes 	HT SENCO Teachers and LSAs	Ongoing as needed	School is accessible for all children on role whatever their individual need All children attending full time school
To ensure that all teachers are following SENDCo guidance for supporting children with SEND	SENDCo to liaise with staff and deliver training as required. Environment to meet the needs of the children to ensure they can access learning	HT SENDCo Class teachers	Ongoing	Individualised provision to support learning is in place where appropriate.

To ensure that wherever possible all children will access school visits.	Individual risk assessments may be needed. Parents may be asked to accompany their child with the class or in rare HT Teaching staff As required All children have equity in school provision circumstances at a separate time, so that they have had similar experiences	HT Teaching staff	As required	All children have equity in school provision
To use nurture groups, flexible timetabling and support services e.g. Primary Behaviour Support in order to enhance attendance and participation for all children.	To continue to individualise certain children's provision to maximise participation	HT SENDCo PBS Teaching staff	Ongoing as needed	All children will attend school on a full-time basis and have an individualised curriculum to support their learning.
Aim 2 – to improve and maintain access to the physical environment				
To ensure partially sighted children, parents and visitors can access the site	Ensure identified hazards around the school are made safe, e.g. edges of internal steps are highlighted in yellow, steel poles in the main building are highlighted.	Caretaker	Termly checks by caretaker site manager and replace as necessary	All children, parents and visitors can access the school
To ensure all parents have access to their child's teacher and their work.	Ensure all parent's evenings and other parent meetings are held in the main building. New parents to be asked about access concerns during the application process.	HT Admin team	Annually and ongoing	All parents have full access to class teachers when required and appropriate.

To maintain playground areas	Ensure that the play areas are maintained Upgrade and replace equipment as needed	Caretaker HT PE lead	Termly checks by caretaker	No accidents due to lack of maintenance
Playgrounds are free from collection of debris and rain water	Work with Property Services to improve Replace drainage on site and avoid flooding	Caretaker HT	Ongoing	Site remains flood free and accessible
To support access to the site for individuals with a disability	Limited disabled parking spaces at the front of the school shared with Velmead Junior School.	Caretaker HT	Ongoing	Disabled spaces available.
Aim 3 - to improve the delivery of information to disabled pupils, parents and visitors				
To improve information accessibility for parents who have English as an additional language	To ensure that EAL parents are offered the opportunity for clarification of information <ul style="list-style-type: none"> • EMTAS phone line • Coffee events • Dual language information • Translation for parent consultations Google translate on the website	Office Staff & Teaching staff	Ongoing	All parents will understand the school processes and procedures and the information provided about their child.
To ensure that all teachers are following SENDCo guidance for supporting children with SEND	SENDCo to liaise with staff and deliver training as required. Environment to meet the needs of the children to ensure they can access learning	HT SENDCo Class teachers	Ongoing	Individualised provision to support learning is in place where appropriate.
To ensure parents with disabilities can access information	Ensure information provided is accessible for parents with disabilities, e.g. larger print.	HT SENDCo Class teachers	Ongoing	Individualised for support as needed.

The overall responsibility for the school's accessibility plan lies with the Governing Body, but improving access for pupils with disabilities requires everyone at the school to understand the duties in the DDA and apply this knowledge in their own area of responsibility.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- School Prospectus (on-line only)
- Equality Policy
- Health and Safety Policy
- Special Educational Needs Policy
- Child Protection Policy
- Safeguarding Policy
- The Equality Act 2010 and schools, Departmental advice for school leaders, school staff, governing bodies and local authorities, May 2014

This Policy is reviewed yearly by Leadership and Governors, and a new plan produced every three years.