



Accessibility Plan

2018- 2021

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if: (a) He or she has a physical or mental impairment, and (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities. The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan will be reviewed every 3 years or where operational needs dictate and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. The plan will be monitored by the Headteacher and evaluated by the Governing Body.

At Cunningham Hill Infant School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

Our Aims are:

- Increase access to the curriculum for pupils with a disability, medical condition or other access needs
- To improve the physical environment of the school to increase the extent to which pupils, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services.
- Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

Target	Tasks	Timescale	Finance	Responsibility	Monitoring	Success Criteria	Evidence
<p>CURRICULUM</p> <p>Ensure all lessons are accessed by all pupils</p>	<ul style="list-style-type: none"> ▪ Quality first teaching in place for all lessons ▪ Purchasing of resources to meet the needs of the pupils to effectively access the curriculum ▪ Ongoing programme of staff training in disability awareness to support pupils in class ▪ Appropriate ICT support materials as recommended by outside agencies ▪ Use of pastel paper for dyslexic students. ▪ Large print and audio formats as required. ▪ Use of symbol software. 	Ongoing	School Budget as required	<p>Class teachers</p> <p>SENCo</p> <p>Teaching assistants</p>	<p>Head Teacher through teaching over time monitoring</p> <p>Assessment information monitoring</p> <p>Pupil progress meetings</p> <p>Feedback from external professionals re level of support for pupils</p> <p>Governors</p>	<p>Pupils making at least progress, or better</p> <p>Pupils attaining age related expectations</p> <p>Improved access to curriculum for all pupils</p> <p>Provision meets the needs of pupils</p>	
<p>CURRICULUM:</p> <p>Enable pupil participation in school enrichment / extra-curricular activities.</p>	<ul style="list-style-type: none"> ▪ Ensure school activities are accessible to all students. ▪ Make adjustments for children who have specific needs. 	Ongoing	As appropriate from school budget	<p>Class teachers</p> <p>SENCo</p>	<p>Head Teacher through monitoring of clubs attendance</p> <p>Liaison with parents / club providers</p> <p>Governors</p>	<p>Full participation in school life for students with disabilities.</p>	
<p>POLICIES</p> <p>Ensure all policies consider the implications of Disability Access.</p>	<ul style="list-style-type: none"> ▪ To review policies to ensure that they reflect inclusive practice and procedure 	Ongoing	N/A	Governors & SLT	Governors & SLT	<p>Access to all aspects of school life for all students.</p>	
<p>BUILDINGS</p> <p>Ensure that access to school buildings and site can meet diverse pupil needs.</p>	<ul style="list-style-type: none"> ▪ Accessibility and clarity of signs around school ▪ Awareness of independent access ▪ Clear identification of room functions ▪ Availability of disabled facilities including area for nappy changing 	In Place and reviewed during health and safety walk	As appropriate from school budget	<p>Headteacher</p> <p>Site Manager</p> <p>Caretaker</p> <p>Governors</p>	<p>Through health and safety walks and audits</p> <p>Governors</p>	<p>Access to school buildings and site maintained and continually improved</p>	
<p>CLASSROOMS</p> <p>Ensure that classrooms are organised for</p>	<ul style="list-style-type: none"> ▪ Plan classrooms in accordance with pupil need. ▪ Organise resources within classrooms to reflect student 	Ongoing Review as appropriate	School Budget as required	<p>Class teachers in liaison with the head teacher and</p>	<p>Head teacher through learning walks</p>	<p>Appropriate use of resources for diverse needs of pupils with disabilities.</p>	

disabled pupils within current restraints. Identify needs and actions for future improvements.	<p>need.</p> <ul style="list-style-type: none"> ▪ Incorporate accessibility into any proposed structural alternatives. ▪ Provide quiet areas within school as required ▪ Look at accessibility in all areas of school life. 			site manager / caretaker	SENCO through provision mapping Governors		
NEWSLETTERS AND DOCUMENTS Availability of newsletters and school documents in alternative formats.	<ul style="list-style-type: none"> ▪ Large print and audio formats as required. ▪ Homework information available as information sheets in alternative formats when requested. ▪ Use of symbols as appropriate 	As required and on request	School admin budget	Head teacher Admin staff	Head teacher through liaison with admin staff and parents Governors	Information to pupils with disabilities and parents / carers will be improved.	

Ongoing Practice

Target	Tasks	Timescale	Finance	Responsibility	Monitoring	Success Criteria	Evidence
INFORMATION GATHERING ON CHILDREN	<ul style="list-style-type: none"> ◆ Liaise with Nurseries ◆ Consultation evenings with parents ◆ Starting school information 	Summer term Ongoing	Teacher release time in summer term	EYFS team Admin team Class teachers	Headteacher Report to governors	Learning pitched appropriately to meet the needs of the pupils	
SEND REGISTER	<ul style="list-style-type: none"> ◆ Updated termly and pupils tracked. 	Ongoing	SENCO release time	SENCO	SENCO termly monitoring	All staff aware of disabilities in school Provision adapted accordingly	
STAFF TRAINING	<ul style="list-style-type: none"> ◆ Attend courses as appropriate to individual children's needs. 	As required	From school training budget	SENCO to co-ordinate	SENCO Governors report on staff training	Staff trained to meet the needs of the pupils	
INVOLVEMENT OF PROFESSIONALS	<ul style="list-style-type: none"> ◆ Liaise with Nurseries ◆ Consultation evenings with parents ◆ Starting school information ◆ Informal discussion with parents 	As required	As required	Headteacher Liaison with parents	Headteacher through liaison with parents / staff (informal / formal meetings)	Pupils receiving provision matched to their needs Pupils make progress	

ADULT DISABILITY DISCLOSURE	<ul style="list-style-type: none"> ◆ Completion of HCC disability form 	As required	As required			<p>Adults able to access the full school life</p> <p>Provision meets the needs of the adults as appropriate</p>	
PHYSICAL ENVIRONMENT	<ul style="list-style-type: none"> ◆ Disabled Toilet ◆ Wheelchair access ◆ Ramps (as appropriate) ◆ Main doors wheelchair friendly 	Review provision as required	Maintenance budget as required	<p>Headteacher</p> <p>Site Manager</p> <p>Caretaker</p>	Through health and safety walks and audits	Site accessible to all	