

Trent Vale Infant and Nursery School Accessibility Plan

January 2016- December 2018

Approved by:- *D. Todd*

Date:- 16th May 2016

Introduction

This plan is drawn up as a facet of the Equality Act 2010. The Equality Act 2010 (Specific Duties) Regulations came into force on 1st October 2010. The act replaces previous anti-discrimination laws with a single act to make the law simpler and remove inconsistencies. The act covers nine protected characteristics, which cannot be used as a reason to treat people unfairly. Every person has one or more of the characteristics, so the act protects everyone against unfair treatment.

This plan relates to accessibility for disabled persons at Trent Vale Infant and Nursery School. It draws on guidance set out in 'Accessible Schools: Planning to increase access to schools for disabled pupils', issued by the DfES in July 2002.

Definition of Disability

The Equalities Act 2010 defines disability as follows:

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

Key Objective, Aims and Monitoring

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

The plan will include how the school aims to:-

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

This plan will be monitored via parent and pupil questionnaires and interviews along with feedback from other stakeholders including staff and governors.

Principles

- Compliance with the Equalities Act 2010 is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
- The school recognises its duty under the Equalities Act 2010:
 - 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.
- In performing their duties, governors and staff will have regard to the Code of Practice
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2000 framework, which underpin the development of a more inclusive curriculum:
 - setting suitable learning challenges
 - responding to pupils' diverse learning needs
 - overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Trent vale welcomes children with physical disabilities. Parents are invited to contact the school to discuss their son/daughter's disabilities and to discuss any special arrangements that may have to be made to allow the child full access to the school curriculum and its resources. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

Current Range of known disabilities

The school has children with a range of disabilities including moderate and specific learning disabilities. We have a small number of pupils with a visual impairment and others with a physical disability that restricts movement. At present we have no wheelchair dependent pupils, parents or members of staff. However the school has the following features which make it particularly suited to children with physical disabilities:-

- Wheelchair ramps to the main entrances, playground and some classrooms
- A building on one level with wide corridors
- Two disabled toilets, one specifically for adults and one for adults or children

When a pupil's disability might prevent access to the curriculum we seek to modify our approach to the curriculum or alter our physical arrangements. Practical examples of how we achieve this have been:-

- Providing pupils with physical disabilities with appropriately adapted or different activities within PE
- Providing opportunities for individual support within and outside the classroom

- Provision of assisted technology
- Use of symbol systems e.g. Makaton
- Providing chairs to enable access to school tables
- Reorganising classroom layout to improve pupil movement

Increasing access to the curriculum for pupils with a disability

Improving teaching and learning lies at the heart of the school's work. Through self-evaluation 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.

Improving and maintaining access to the physical environment

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools Improvement and financial planning process is the vehicle for considering such needs on an annual basis. Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

Improving the delivery of written information to pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame. 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. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Aim – To Increase access to the curriculum for pupils with a disability

Key Task	Lead Responsibility	Resources	Timeline	Success Criteria
To organise a disability week	SENCO and Headteacher	Invite people with disabilities into classrooms for practical activities eg School Health team, Nottingham University	December 2016	Empathy for people with disabilities is developed amongst school community.
To invite people with disabilities to take assembly	Headteacher	To invite people with disabilities assemblies to talk about the impact of their disability eg School Health team, Nottingham University	December 2016	Knowledge of disability is increased and is shared by school community

Aim – To Improve and maintain access to the physical environment

Key Task	Lead Responsibility	Resources	Timeline	Success Criteria
To allow wheelchair access to the field.	Headteacher	Construct a ramp with handrails to the field area	December 2018	Ramp installed to field area
To allow wheelchair access to Willow and Lilac classes	Headteacher	Construct ramps to class 2 and class 5.	December 2018	Ramps installed to class 3 and 5
To allow wheelchair access to the stage area.	Headteacher	Install lift to allow access to the stage area	December 2018	Lift installed to stage area
To lower the sinks and paper towel holders.	Headteacher	Sinks and paper towel holders in all areas of the school	December 2018	Sinks and paper towel holders are lowered throughout the school
To ensure that school has communication access for the hard of hearing and visually impaired	Headteacher	To check buzzers, bells, telephones, signs and symbols	December 2018	Communication is accessible for all

Aim – To Improve the delivery of written information to pupils

Key Task	Lead Responsibility	Resources	Timeline	Success Criteria
To ensure that teachers and teaching assistants continue to have the necessary training with technology and practices to assist people with disabilities.	Headteacher and SENCO	The school makes itself aware of the training courses available through its LA to assist people with disabilities.	December 2017	Staff are trained to use appropriate technology
To consider the appropriate colour of paper and font/size for visually impaired stakeholders	Headteacher, SENCo, office staff	Check against SEN criteria as recommended by Inclusion Support Service	December 2017	Visually impaired stakeholders can access written communication.
To ensure that teachers and teaching assistants continue to have the necessary training with technology and practices to assist people with disabilities.	Headteacher and SENCO	The school makes itself aware of the training courses available through its LA to assist people with disabilities.	December 2017	Staff are trained to use appropriate technology

Additional Information

- This plan will be shared via the school’s website
- This plan is supported by the following policies and documents:-
 - Equality Policy
 - Special Educational Needs Policy
 - Equal Opportunities Policy
 - School budget Plan
 - School Improvement Plan
 - All Curriculum Policies
- Please refer to the school’s Complaints Policy if there are any concerns raised by this Accessibility Plan