

THELWALL COMMUNITY INFANT SCHOOL, WA4 2HF

# Accessibility Plan

**MARCH 2021**

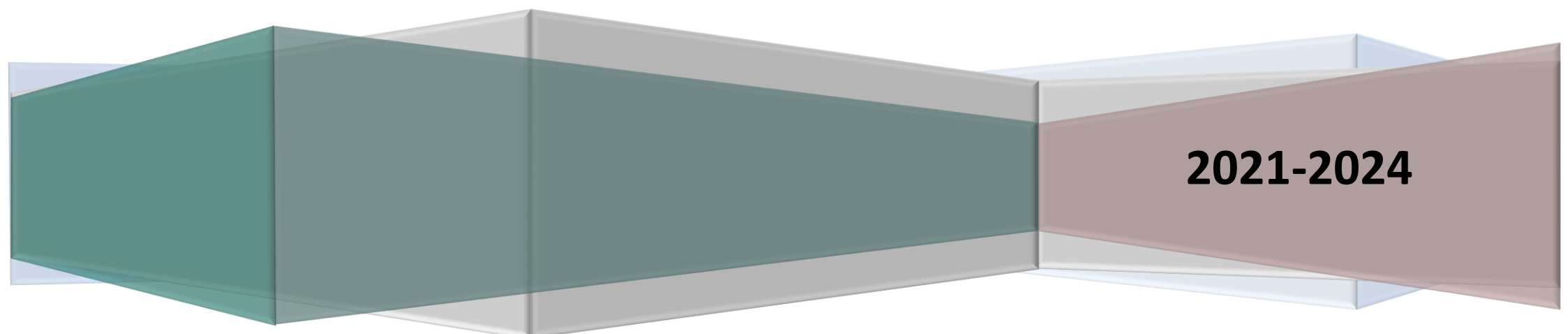
Approved by: LGB

Date: June 21

Review: March 24

Signed:

Chair



**2021-2024**

## **Thelwall Community Infant School Accessibility Plan 2021-24 (March 2021)**

### **Vision Statement**

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 1995 (DDA). 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 the LGB (or committee of), an individual or the Head. At Thelwall Infant School the Plan will be monitored by the Head teacher and evaluated by the Chair of the Local Governing Board.

At Thelwall 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.

### **Key Aims**

Our Aims are:

- To 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

- 1) The Accessibility Plan has been developed and drawn up based upon information supplied by consultations with pupils, parents, staff and governors of the school. The document will be used in conjunction with other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.

The Accessibility Plan is structured to complement and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

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- 2) Thelwall Infant School is committed to providing an environment that enables full curriculum access that 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 adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- 3) The Thelwall Infant School Accessibility Plan shows how access is to be improved for accessibility to pupils, staff and visitors to the school within a given timeframe and anticipates the need to make reasonable adjustments to accommodate human needs where practicable.

Thelwall Infant School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information to:

- Increase access to the curriculum for pupils, adapting the curriculum as necessary. This includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe (If a school fails to do this they are in breach of their duties under the Equalities Act 2010).
  - Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
  - Where needed, adapt the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include adaptations to hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.
- 4) Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
  - 5) This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
    - Health & Safety Policy
    - Special Educational Needs Policy
    - Supporting Children with Medical Conditions and Administration of Medicines Policy
    - Trips and Residential Visits Policy
    - Behaviour Policy
    - Curriculum Policies

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### **Current good practice**

We gather information about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided.

**Physical Environment** There are no areas of the school to which disabled pupils have limited or no access at the moment. All pupils can participate in extra-curricular activities. Some aspects of extracurricular activities present particular challenges, for example lunch and break times for pupils with social/interaction impairments, after-school clubs for pupils with physical impairments and school trips for pupils with medical needs, however all reasonable adjustments are made to support as full an involvement as possible.

**Curriculum** Through planning for individual need, we aim to provide as inclusive an approach as practically possible. Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible. We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

**Information** Different forms of communication are made available as needs are identified to enable all disabled pupils to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed.

**Access Audit** The school is housed in a one storey building. Most entrances to the school are either flat or ramped and all have wide doors (above 812mm) fitted. Whilst we acknowledge that the shape of the school could potentially present challenges when moving through internal corridors, we make reasonable adjustments as the need arises. The school does have dedicated visitor parking with two clearly identified disabled parking spaces. The school has internal emergency signage and escape routes are clearly marked. Personalised evacuation plans are put in place as required. There are two easy-accessibility toilets in the school.

### **Management, coordination and implementation and review**

- We consult with other professionals and services when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team work closely with the Local Authority.
- We work closely with parents to consider their children's needs.
- The policy is reviewed annually and/or as children's needs change.
- The annual review is shared with staff.
- We make links with other schools to share best practice through regular SENCo network meetings and other communications as needed.

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### **Complaints**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the Head teacher. The Chair of Governors or nominated person from the Board of Governors may be involved if the complaint is not resolved satisfactorily.

### **Covid-19 access arrangements**

Due to the national and local arrangements during 2020 onwards, the school acknowledge that different working processes are in place to meet the training needs of individual pupils, potential new starters and preparation for school leavers. The compliance with accessibility to learning has been adjusted in order to work within the guidelines of the Covid-19 restrictions to the best of their ability. Adaptations are being made on daily, weekly and termly basis with changes to the teaching environment as defined by Ofsted, DfE and local authority guidance. This accessibility audit reflects the standard being complied with at the current time and will be under regular review (3-monthly) to ensure that high standards are being maintained to the best of everyone's ability under the extreme circumstances affecting schools on a nation-wide basis.

## Thelwall Community Infant School Accessibility Plan 2021-24 (March 2021)

### Action Plan

**Aim 1: To increase the extent to which all pupils can participate in the school curriculum.**

Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability, medical condition or other access needs. Provision may include: Liaison with specialists, CPD for staff, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants and access arrangements in place for statutory testing. The table below sets out how the school will achieve these aims.

Targets	Strategies / Action	Resources	Actions to be taken	Person responsible	Success Criteria
To liaise with pre-school providers to prepare for the new intake of children into Foundation each year	<ul style="list-style-type: none"> <li>• To identify pupils who may need adapted or additional provision</li> <li>• To liaise with pre-school providers to prepare for the new intake of children into Foundation each year</li> <li>• To ensure staff have received adequate training before each new school year.</li> <li>• Head Teacher and Teachers meet all pupils either in person or virtually before school term.</li> <li>• Small group, socially distanced tour of school and outdoor stay and play visits arranged.</li> <li>• Staggered introduction days at start of term.</li> </ul>	Time Allocated CPD training Virtual meetings with parents. School prospectus on website Individual social distance tours. Transition to EYFS via parent meetings and other Healthcare professionals.	1. Add translation button to website.	HT EYFS Leader	Provision set in place ready for when the children start school  Teaching staff have a clear picture of lesson delivery at the start of each term and can adjust teaching pedagogy.  EYFS staff have understanding of pupil needs before new school year.

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Targets	Strategies / Action	Resources	Actions to be taken	Person responsible	Success Criteria
<p>To communicate with parents and pupils, joining school mid year, during COVID restrictions.</p>	<ul style="list-style-type: none"> <li>• Welcome meeting with the Head via telephone or on-to-one visit.</li> <li>• Welcome pack provided from school office</li> <li>• Teachers introduce themselves to new pupils either via telephone or through home learning platform prior to the pupil starting at school.</li> </ul>	<ul style="list-style-type: none"> <li>• Welcome pack</li> <li>• Home Learning pack</li> <li>• Teacher introduction</li> <li>• Head Teacher introduction</li> <li>• Ping messaging</li> </ul>		<p>Office staff Head Teacher Teachers</p>	<p>Pupils and parents receive clear information on school policies, home learning Teachers speak to parents/pupils before their first day in school. Pupils and parents have access to Ping/Google Classroom before their first day in school.</p>
<p>Effective communication and engagement with parents.</p>	<ul style="list-style-type: none"> <li>• Termly meetings with parents/carers.</li> <li>• Ping Messaging</li> <li>• Parents needs analysed by questionnaire at induction</li> <li>• Provision in place to communicate with both parents in event of split families.</li> <li>• Communicate between teacher and parents/pupils via email or Google classroom to answer queries on live-lessons.</li> <li>• Office staff responding to phone calls and emails each day - passing on messages to teachers.</li> <li>• Daily, weekly phone calls or door step visits to support vulnerable pupils working from home.</li> <li>• Remote learning communicated through Google Classroom platform</li> <li>• HT/DHT coordinate contact with vulnerable pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Ping messaging</li> <li>• Website updated weekly</li> <li>• Teaching staff have direct email address</li> <li>• Office staff support</li> <li>• Safeguard Officer</li> <li>• Google Classroom</li> <li>• Remote learning Contact and Learning Policy.</li> </ul>		<p>SENCo Lead SLT Teachers</p>	<p>Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning</p> <p>Pupils completing lessons through Google Classroom.</p> <p>Parents communicating with teachers via direct email.</p> <p>Parents evening attendance 100% - either phone call or virtual meetings.</p>

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Targets	Strategies / Action	Resources	Actions to be taken	Person responsible	Success Criteria
To include pupils with a disability, medical condition or other access needs as fully as possible in the wider curriculum including trips and residential visits as well as extracurricular provision	<ul style="list-style-type: none"> <li>• Create personalised risk assessments and access plans for individual children.</li> <li>• Adaptable timetable strategy created by teachers</li> <li>• Adjusted PE sessions - Real PE strategy plans sessions according to ability.</li> <li>• All children given opportunities to access all out of school activities</li> <li>• Visual impaired children sit at front of room</li> <li>• Staff training needs include epi-pen, dyslexia, literacy etc. NQT's fully supported.</li> <li>• Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out</li> </ul>	<ul style="list-style-type: none"> <li>• TA trained in Nurturing</li> <li>• Staff meetings</li> <li>• Equality Policy and Procedures</li> </ul>		HT SLT, SENCo and all teaching staff.	Evidence that appropriate considerations and reasonable adjustments have been made. Attendance in school meets target. Assessment results meet targets.
Effective use of resources to increase access to the curriculum for all pupils	<ul style="list-style-type: none"> <li>• Strategic deployment of support staff</li> <li>• Use of Interactive ICT as aid</li> <li>• Staff training needs reviewed annually</li> <li>• Table team work - mixed abilities working together</li> <li>• Google Classroom delivers daily live learning sessions (during national lockdown and those in isolation), with contact for every pupil.</li> <li>• Printed packs produced to support home learners as required.</li> <li>• TA's set activities for remote lessons with individuals needing additional support.</li> <li>• Staff meetings review consistent teaching levels.</li> <li>• Pupils given verbal positive feedback for work at point of learning</li> <li>• Intervention sessions with TA's and small working groups for those in school.</li> </ul>	<ul style="list-style-type: none"> <li>• Interactive Learning: White Rose; Bug Club</li> <li>• TA support</li> <li>• Blended learning packages</li> </ul>		SENCo Lead HT SLT Teachers	<p>Positive impact on pupil progress Barriers to learning are removed and progress monitored.</p> <p>Traffic light scoring system - improvements monitored</p> <p>Pupil attendance meets targets.</p> <p>Positive feedback, consistent teaching for virtual lessons measured.</p>



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Targets	Strategies / Action	Resources	Actions to be taken	Person responsible	Success Criteria
					Compliance with Remote Learning Plan.
Adaptation to the curriculum to meet the needs of individual pupils.	<ul style="list-style-type: none"> <li>• Teachers regularly review the timetable adaptations</li> <li>• Individual OT programmes identified as required.</li> <li>• Speech and language therapy programmes accessible</li> <li>• Training for staff to meet individual pupil needs</li> <li>• Various text fonts used as appropriate in conjunction with overlays on wall displays</li> <li>• Statutory testing adaptations include: Braille, enlarged text, allowing extra time for slow reader.</li> <li>• Memory activities promoting retrieval of information - talking tins used</li> </ul>	<ul style="list-style-type: none"> <li>• Occupational therapy</li> <li>• Safeguarding team</li> <li>• Talking tins</li> <li>• Rainbow - achievements scheme</li> </ul>		SENCo Lead HT SLT Teachers	<p>Needs of learners met enabling positive outcomes.</p> <p>Pupils meet the criteria of learning expected by the SLT.</p>
Appropriate use of specialised equipment to benefit individual pupils and staff	<ul style="list-style-type: none"> <li>• iPads/laptops/chrome books available to support children with difficulty recording their work.</li> <li>• Coloured overlays for pupils with visual difficulty (Reading rulers)</li> <li>• Specially shaped pencils and pens for pupils with grip difficulty.</li> <li>• Use of wedge/wobble cushions</li> <li>• Use of writing slopes for children with fatigue problems or physical disability</li> </ul>	<ul style="list-style-type: none"> <li>• Technology as described</li> <li>• Laptops/chromebooks</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>		<p>Increased access to the Curriculum.</p> <p>Needs of all learners met.</p>

## Thelwall Community Infant School Accessibility Plan 2021-24 (March 2021)

**Aim 2: To improve the physical environment of the school to increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.**

Targets	Strategies / Action	Resources	Actions to be taken	Person responsible	Success Criteria
Access into school and reception to be fully compliant for visually impaired people, hearing impaired, and those in wheelchairs.	<ul style="list-style-type: none"> <li>• Designated disabled parking available in the car park - signs in place.</li> <li>• Wide opening doors in to the school and from lobby area to reception. Double doors into main hall.</li> <li>• Reception staff are aware of carer/parents who need assistance to enter the building.</li> <li>• External pathways cleared of vegetation and moss.</li> <li>• Internal corridors checked daily</li> </ul>	<p>On-going Maintenance of building. Surfaces gritted in cold weather. Cost of signage. Cost of equipment. Ramp at entrance</p>	<ul style="list-style-type: none"> <li>• Hearing loop to be provided in school office</li> <li>• Lowered shelf for persons in wheelchair to sign in on arrival</li> <li>• Automatic door at entrance, to remove need for persons with poor mobility to pull existing heavy door.</li> </ul>	SLT, Site Manager, Governors	Evidence that appropriate consideration has been made wherever physical school improvements are carried out. All staff, pupils and visitors can exit safely and visitors can enter the building as required.
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs	<ul style="list-style-type: none"> <li>• Create personalised risk assessments and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.</li> </ul>	<ul style="list-style-type: none"> <li>• Safeguarding team x 2</li> <li>• SENCo x 1</li> <li>• 2 x DDA toilets for pupils</li> <li>• 1 x DDA toilet for adults</li> </ul>	<ul style="list-style-type: none"> <li>• Year 2 external door - not currently accessible by wheelchair users - width is 760mm and 120mm drop over threshold.</li> </ul>		As full as possible inclusion for all pupils. safe evacuation in an emergency.

## Thelwall Community Infant School Accessibility Plan 2021-24 (March 2021)

Targets	Strategies / Action	Resources	Actions to be taken	Person responsible	Success Criteria
To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> <li>• Create and offer information in alternative formats i.e. website newsletter, printed newsletter, Google Classrooms, Ping messaging, verbal information to parents via teachers and office staff.</li> <li>• Access arrangements are considered and put into place for statutory testing</li> <li>• Provide translated documents where appropriate</li> </ul>	Contact details kept up to date. Translation time.		HT SLT, teachers, admin team and SENCo	Evidence that appropriate considerations and reasonable adjustments have been made.
Ensure that reasonable adjustments are made for parents with a disability, medical condition or other access needs so as they can fully support their child's education	<ul style="list-style-type: none"> <li>• Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible</li> <li>• Seek and act on advice from sensory support advisor on individual parent requirements</li> <li>• Adjustments made to newsletters i.e. Ensure large, clear font used in documentation</li> </ul>	Newsletters Sensory support		Whole school team	Evidence that appropriate considerations and reasonable adjustments have been made, so that parents can fully support their children in their education.