



SUDLEY INFANT SCHOOL ACCESSIBILITY PLAN 2016-2019

Version	Date	Action
Signed: Ms Sue Milan Chair of Governors	Autumn 2016	
Reviewed:	Autumn 2017	Actions updated
Reviewed:	Autumn 2018	Actions updated
Next review & new plan due:	Spring 2019	

School Ethos, Vision and Values

Our aim is for staff, governors, parents and outside agencies to work together to provide a safe and positive environment in which all children can develop to their full potential regardless of race, creed, gender, age, cognitive or physical difference. We do not tolerate discrimination on grounds of sex, colour, ethnic or national origin, language, social class, physical or mental difference. We encourage children to be tolerant and understanding with respect for the rights, views and property of others. We help children develop a responsible and independent attitude towards work and their roles in society. We involve the school in the local community and work as partners with parents to foster the idea that education does not take place solely within the school. We encourage parents to have a positive interest, to recognise their values as educators and to be as involved as possible in a way which is supportive to the staff.

We aim to eliminate harassment and discrimination related to a disability. We promote positive attitudes and encourage participation by disabled people in public life. We promote equality of opportunity between disabled people and other people and take account of disabilities to enable us to meet people's needs, even if that means treating someone more favourably than others.

The Purpose of this Plan

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act (DDA). The effect of the law is the same as the previous legislation, in that **“schools cannot unlawfully discriminate against pupils because of their sex, race, disability, religion or belief and sexual orientation”**. Schools must ensure that they are meeting their duties under the public sector equality duty (PSED), which replaced previous statutory duties for schools on race, gender and disability. The aims of the Equality Act are:

- **Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.** (Removing or minimising disadvantages)
- **Advance equality of opportunity between people who share a protected characteristic and those who do not.** (Meeting needs)
- **Foster good relations between people who share a protected characteristic and those who do not.** (Encouraging participation)

This Accessibility Plan is written in compliance with current legislation and requirements as specified in Schedule 10 of the Equality Act 2010. The plan is aimed at

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

We have a duty to promote full inclusion of pupils, staff and other school users who are disabled. The purpose of this plan is to identify our good practice in recent years as well as areas we need to improve. We will then be able to plan and focus our school improvements in this area over the next three years.

Definition of Disability

The definition of disability under the law is a wide one. A disabled person is someone who has

'a physical or mental impairment which has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.'

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example those who have recovered from cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Current range of known disabilities in the school community

The school has children with a range of disabilities including speech and language difficulties, social communication difficulties, Autistic Spectrum Disorder, ADHD, hearing impairments and complex medical conditions which require daily care.

One of our staff members is registered disabled and uses a wheelchair; other staff members have identified areas of difficulty for themselves.

Disabilities among parents include visual impairments and physical difficulties, with one parent using a motorised scooter. Some of these parents formed part of the focus group to discuss this plan. Currently we have a parent who uses a motorised scooter and is able to park in the staff car park

Contextual information

Since the introduction of the first accessibility scheme in 2003, a number of actions have been taken in school to remove barriers and make it more inclusive and accessible.

- Classroom doors have 2 levels of viewing panel to allow children to see inside more easily
- Door handles have been replaced making them easier to open
- Viewing panels on classroom doors are kept clear of signs and posters
- Main entrance moved to one level area with a ramp and wider doors
- Intercom positioned at low level to allow access for wheelchair users
- Secure post box positioned outside main entrance so that parents do not have to gain entrance to the building to leave notes
- Reception office area has counters at different levels for disabled access
- The office provides a seated waiting area for parents or visitors
- 2 adult size disabled toilets installed with visible and audible emergency alarm system
- Pupil disabled toilet installed with visible and audible emergency alarm system
- Hearing loop purchased for use if/when necessary and situated in the Reception area
- Stair lift installed for use by people with mobility difficulties
- Disabled parking spaces are available to staff, parents and visitors in the car park area
- Large sign indicating main entrance
- Large visual timetables in use in all classrooms used in addition to smaller individual timetables for some children
- Direction signs placed at key points in school showing location of different areas
- Direction signs on Aigburth Road indicating school location for visitors
- Playground areas and resources allow opportunities for less physical activities if pupils desire

- Personal lunchtime SA allocated to particular children where necessary (e.g. mobility difficulties)
- Children with balance difficulties line up at the front or back of the class line to avoid being accidentally pushed or knocked and to offer additional adult support if needed
- Lunchtime SA will assist carrying tray if necessary for children who have balance difficulties
- Doors are painted in a markedly contrasting colour to its surrounding walls
- Some classrooms are equipped with headsets and amplifiers
- Children are taught basic sign language through 'Sign of the Week' in assembly
- Staff training has included administration of insulin and insulin pumps.
- Staff have visual prompt cards on lanyards to support social communication

Monitoring the representation of disabled pupils

The SENCO identified pupils in school who are disabled, then met with some of these children to find out their views about barriers they face. When questioned, pupils were able to talk about procedures in place to assist them and enable them to access facilities; they were confident that physical barriers could be adjusted or avoided.

The school provides many opportunities for pupils to be in posts of responsibility in the classroom and around school. This includes School Council and Playground Leaders. It was noted that there may not always be any representation in these groups from children who are disabled. In this situation, a pupil with a disability may be asked to join these groups as an additional member; this would be an example of more favourable treatment and has been done successfully on a previous occasion.

Monitoring the participation of disabled pupils

Participation of disabled pupils in before-school and after-school clubs is evaluated each term by class teachers. All disabled pupils in the school have participated in one or more clubs and are actively encouraged to do so. The variety of clubs offered is also monitored to allow a variety of physical/creative/curriculum based activities which enable access for all pupils.

Monitoring the outcomes for disabled pupils

The class teachers, SENCO and assessment coordinator closely monitor the progress and attainment of all pupils on the SEND register. All children have targets to reach by the end of each academic year and at key points during the year. This involves the use of PIVATs assessments, termly assessments and teacher assessment of curriculum subjects. The monitoring helps to identify the strengths and areas to develop of each child and helps to target in-class support appropriately. Individual Education or Behaviour Plans are put into place and reviewed with pupils and parents regularly. Children are actively involved in setting new targets.

Although we have put many things in place, there are still barriers which need to be addressed. We recognise that we have an anticipatory duty to consider current and

prospective school users. We have used responses from pupils, staff and parents to identify ways we can further promote equality of opportunity.

Producing the Plan

As the purpose of this plan is to promote full inclusion of pupils, staff and other school users who are disabled it was essential to have input from these groups. The development of this plan has had involvement from all school staff as ultimately it reflects school policy and practice. In addition to questionnaires for all staff, a small working party of pupils, parents and staff with disabilities was set up to provide a range of relevant views and experiences and steer the development of the plan.

The group of parents identified similar areas for development as those identified by staff. It was recognised that the school had previously taken many steps towards improving accessibility, but awareness among parents of this was questioned.

Publication, Review and Revision

This updated scheme was published in October 2016. It is available to view on request to the school office and is available to view on the school website.

The progress and effectiveness of the scheme will be evaluated on an annual basis by the Leadership Team and Board of Governors. An annual report will be produced for the Board of Governors in September of each academic year showing progress on implementing the action plan.

In addition to the annual reports, this accessibility plan will be reviewed after 3 years. Pupils, parents and other school users with disabilities will be invited to become involved in the review process and participate in the production of a new scheme.

Date:October 2016

Review Sepember 2019

Sudley Infant School-Accessibility Plan 2016-2019 -Improving physical access

Key objectives & action	Support & resources	Staff	Success criteria	Completion due date
Replace coloured step edge marking on all outdoor steps on school premises.	Spray paint (existing stock)	Mr Boardman	All outdoor step edges will be clearly marked to prevent a fall hazard.	December 2016
Potential new build sections of the build are fully accessible to wheelchair users.	Building plans are adequate. Building costs	Ms Thomas & premises staff	Any new build sections fulfil requirements for accessibility.	December 2017
Review all fire escape procedures to consider pupils with disabilities. Put alternative plans in place if necessary for specific pupils or staff.	Review plans Refresher Fire Marshall Training for caretaker & 3 other staff.	Assistant Head- Premises	Evacuation plans amended to take into account disabilities and ensure safe evacuation of all premises users..	December 2017
Ensure that all classrooms have headsets and amplifiers in full working order.	Repairs and replacement part or new purchases. Price to be quoted.	SENCO	All classrooms have fully working headset and amplifier systems.	September 2018

Short term	Medium term	Long term
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Sudley Infant School-Accessibility Plan 2016-2019 -Improving curriculum access

Key objectives & action	Support & resources	Staff	Success criteria	Completion due date
Organise 6 week Lego Therapy small group session for pupils in Year 1	Lego Therapy 6 week block £300	Assistant Head-JL	Pupils improve their turn taking and ability to give and follow simple verbal instructions.	December 2016
All school staff to have refresher training in behaviour management and ADHD awareness.	Training cost £500	SENCO to arrange training provider	Strategies from training session used in school to support pupils with specific behaviour difficulties.	May 2017
Strategies from 'A Quiet Place' used. Introduction of intervention to support specific pupils put in place to improve anxiety and behaviour.	Funded by Consortia payment 2016-2017 Staff training: 2x LSA hand massage Whole staff training: Heart Math computer program	SENCO 2 x LSA All staff	Strategies from 'A Quiet Place' will be embedded across the school to support pupils with anxiety and behaviour difficulties.	September 2017
Lunchtime staff to shadow classroom staff to gain experience of strategies in use to support individual pupils.	Hourly overtime costs of Lunchtime supervisors £150	Assistant Head	Consistent strategies are used to support pupils at all times during the school day.	May 2017
Schedule for refresher training on various medical conditions including: Asthma, Epilepsy, allergies needing Epi-pen, Diabetes	Inset/lunchtime staff briefings Overtime costs for hourly paid staff £200	SENCO to organise yearly rota	Training from medical professionals will have taken place for all staff. Procedures will have been reviewed and amended accordingly.	September 2019

Short term	Medium term	Long term
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Sudley Infant School-Accessibility Plan 2016-2019-Improving delivery of written information

Key objectives & action	Support & resources	Staff	Success criteria	Completion due date
To enable parents/carers to access written information in a variety of languages as required.	Translate function added £60	Headteacher	School website will have Google Translate function	October 2016
Expand resources in school to allow all staff to have visual support lanyards with timetable symbols.	£476.70	Assistant Head-P Mylett to order for all staff	All staff will wear and use lanyards to provide visual support for written and verbal instructions.	December 2016
Set up support group for parents of pupils with social communication difficulties.	£50 Refreshment costs for parents	SENCO Contact from Autism Initiatives/ADDvanced Solutions or ASC Inclusion	Parents will be able to access advice and support in an informal way in a face-to-face familiar environment.	May 2017
Staff training to take place to improve recognition and ability to make simple signs for communication.	£500 approx	All staff attend Inset training	All staff are able to use simple signing to communicate basic commands/words or phrases.	September 2018- New staff training to take place when Specialist teacher is available
Film staff presentations for parents giving curriculum guidance and make them available on the school website.	Staffing costs. IT technician cost £200	Curriculum coordinators	A variety of parent presentations filmed and uploaded onto the school website.	September 2019

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Short term	Medium term	Long term
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Sudley Infant School-Accessibility Plan 2016-2019- Monitor and Review 1 September 2017

This should be used as part of the evidence when reporting to the Board of Governors in September 2017.

Action	Success criteria	Date of completion	Outcome/evaluation
2 members of staff attend training for 'A quiet place' £150	Staff are trained in hand massage and Heart Math computer programme to relieve stress and support children with anxiety and behavioural difficulties	November 2016	Trained staff have successfully used techniques learned in course to support children
Organise 6 week Lego Therapy small group session for pupils in Year 1	Lego Therapy 6 week block £300	December 2016	Pupils improved their turn taking and ability to give and follow simple verbal instructions. 2 members of school staff have also had training and have set up small groups for children in KS1. This is now an ongoing intervention.
Expand resources in school to allow all staff to have visual support lanyards with timetable symbols.	Staff will use visuals to support individual children as required.	December 2016	All staff will wear and use lanyards to provide visual support for written and verbal instructions. Staff have used them with specific children to reinforce verbal instructions. Outside agencies have commented on the effectiveness of the lanyards and images.
All staff are able to use simple signing to communicate basic commands/words or phrases	Staff and children sign familiar phrases such as good morning and thank you in assemblies and class.	December 2016	All children are able to join in with a greeting or phrase even if they are too shy to verbalise the words. Creates greater understanding of people with hearing or speech problems

			and the difficulties they experience
All outdoor step edges will be clearly marked to prevent a fall hazard	Areas marked to prevent trip and fall hazard	January 2017	Uneven areas are highlighted making people aware of possible hazard or trip spots

Publish equality information annually to provide as complete and clear a picture as possible of how your setting or centre has due regard to the need to

- eliminate discrimination and harassment,
- advance equality
- and foster good relations,
- and what you have achieved as a result
- Evidence of equality within policies and practice.
- Engagement.

Sudley Infant School-Accessibility Plan 2016-2019- Monitor and Review 2 September 2018

To be used as part of the evidence when reporting to the Board of Governors in September 2018.

Action	Success criteria	Date of completion	Outcome/evaluation
Evacuation plans amended to take into account disabilities and ensure safe evacuation of all premises users	New evacuation plans completed after completion of building work. All staff, pupils and visitors are aware of safe exits and procedures for evacuation. Individual persons needs met and planned for	Evacuation plans and notices completed May 2018 Individual plans on going as specific needs of people are established	Monitor any changes of use of rooms. Act on staff reports after fire evacuation drills to improve smooth and speedy exit of all persons in premises.
All school staff to have refresher training in behaviour management and ADHD awareness	Staff able to manage difficult situations effectively using correct procedures	July 2018	Strategies from training session used in school to support pupils with specific behaviour difficulties
Potential new build sections of the build are fully accessible to wheelchair users.	Any new build sections fulfil requirements for accessibility	June 2018	All new areas checked and amended as needed to facilitate movement about the premises by wheelchair users
To enable parents/carers to access written information in a variety of languages as required	School website will have Google Translate function	Sept 2018	New website has facility for translation into different languages
Film staff presentations for parents giving curriculum guidance and make them available on the school website	A variety of parent presentations filmed and uploaded onto the school website	Ongoing	Filming was discounted as this takes up too much memory space on website. Talk notes and handouts sent home to all parents and copies put on website
Lunchtime staff to shadow classroom staff to gain experience of strategies in use to support individual pupils.	Consistent strategies are used to support pupils at all times during the school day.	Ongoing	A number of lunchtime staff help in school voluntarily in class and are aware of children with problems and lunchtime staff are able to observe the

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			strategies used by staff to deal with these problems and so be more confident in dealing with situations that may arise at lunchtimes
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