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Signhills Infant Academy

Accessibility Plan

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

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

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. We are committed to providing an environment that enables full curriculum access and 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

This policy is intended to enhance teaching, learning, personal development and well-being. All staff and other adults working with pupils in school have a responsibility to implement this policy with regard to the Health & Safety, Safeguarding and Equality Policies. Printed copies are not controlled.

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Monitoring arrangements

This document will be reviewed every **3** years, but may be reviewed and updated more frequently if necessary.

It will be approved by the governing body.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND Policy
- Medical Needs policy
- Behaviour Policy
- Academy Development Plan
- Improving Learning Plan

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with additional needs or disability	Our school offers a differentiated curriculum for all pupils. We use resources tailored to the needs of pupils who require support to access the curriculum, including those with sensory needs. The Roost Room offers provision away from the mainstream classroom to focus specifically on the needs of those children in receipt of an EHCP Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with additional needs. The curriculum is reviewed to ensure it meets the needs of all pupils. Staff receive ongoing training in child development, behaviours	Continue to improve staff knowledge and expertise (ongoing objective)	Staff to be given access to quality CPD to enable them to better meet the needs of current pupils.	HT/Deputy Head/SENCo	Ongoing	Staff feel confident to plan learning for and support all pupils

	supporting children with additional needs. Every year group area has a calm area or room, including sensory resources. There are outdoor spaces that can be used for sensory intervention or as a calm space for children to visit.					
Improve and maintain access to the physical environment	Accessible toilet	Improve changing and toileting facilities for pupils entering Reception with toileting needs (long term objective) Improve access facilities for children and parents with disabilities	Install accessible toilet and changing facilities near to the Reception unit Install assisted opening main entrance door	HT/SMB/Reception TL HT/SMB/Reception TL	September 2027 September 2027	Children in Reception do not have to go to the opposite end of the school in order to be changed or access the toilet. Adults and children with a disability can enter the building easily
Improve the delivery of information to pupils with a disability	Our school uses a range of communication methods to ensure information is accessible. This includes: • Internal signage • Large print resources • Pictorial or symbolic representations- Widgit	Further improve resources available to aid communication for pupils (ongoing)	Keep abreast of developments with communication technology for children and implement as appropriate and as funding allows	HT/Deputy Head/SENCo	Ongoing	Children and staff use technology to aid communication and understanding

	• Audio and video recording devices • Use of technology to aid communication (tablets, laptops, Clevertouch boards) • Makaton •					