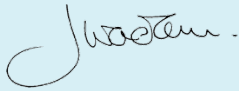


Accessibility Plan

Solent Infant School

“We aim for all our children to develop a love of learning that will last them a lifetime, caring for and respecting the world around them, valuing differences and broadening moral values”

The Solent Schools, Vision, Values and Aims

Responsibility for policy review	Resources Committee
Date reviewed	25 January 2022
Review/Monitoring Cycle	Three years. Next review: Spring 2025
Linked Policies and Documents	Health and Safety; Equality Information and Objectives; SEND Information Report & Policy; Supporting Pupils with Medical Conditions
Signature:  Chair of Governors	25 January 2022 Date





1. 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.

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.

We have included a range of stakeholders in the development of this accessibility plan.

2. 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 The De Curci Trust funding agreement and articles of association.



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 <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p>	<p>Short – Ensure that day to day provision gives all learners full accessibility to the full curriculum.</p> <p>Medium – Ensure that the school is providing excellent resources to equip staff to do this successfully.</p> <p>Long – all pupils make excellent progress in their learning throughout their time at the Solent Schools.</p>	<p>Annually audit and monitor the use of reasonable adjustment across The Solent Schools – Autumn term.</p> <p>Track the progress of those pupils with a disability termly.</p> <p>Include these specific pupils in termly pupil progress review meetings between teacher and Senco.</p>	<p>Senior Leadership Team</p> <p>Class Teachers Assessment Lead</p> <p>Senco Class Teachers</p>	<p>Development Day (Autumn 1 term)</p> <p>Termly pupil progress meetings</p> <p>End of each term</p>	<p>Excellent reasonable adjustment ensures that all pupils have full accessibility to the curriculum.</p> <p>Class teachers and SLT have a clear understanding about the progress of disabled pupils as they move through the school.</p> <p>Underachievement is addressed and challenged as part of the termly progress review meetings ensuring barriers are removed as appropriate</p>

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Wide doorways • Corridor width • Disabled parking bays • Disabled toilets and changing facilities (as appropriate to need) • Library shelves at wheelchair-accessible height 	<p>Short: Ensure that the environment is being kept in a way that is conducive with free movement around school for all pupils and staff.</p> <p>Medium: Audit the needs of current pupils and staff to ensure that the environment has been suitably adapted.</p> <p>Long: Ensure all adaptations are proactive rather than reactive in all circumstances. <i>(This is sometimes limited as a result of the information received on application)</i></p>	<p>Prioritise weekly site walks with site manager, bursar and head of school (executive headteacher to attend routinely)</p> <p>Teachers to discuss with parents and carers during parent appointments.</p> <p>A Governor to conference pupils to gauge their opinion about accessibility.</p> <p>When a pupil with a disability applies to join the school - Senco to set up pupil site visit (involving outside agencies eg OT) to assess needs and take actions (wherever possible) prior to start date.</p>	<p>Site manager, HoS, Bursar and EHT.</p> <p>Teachers</p> <p>Diversity & Equality Leads / Governor</p> <p>Senco Outside Agencies</p>	<p>Weekly SIS Tuesday – end of day</p> <p>Termly at parent appointments</p> <p>Bi-annually pupil conferencing whilst at the school.</p> <p>Within 5 working days of application / notification of the disability Senco/HoS to make contact with the family.</p>	<p>Any concerns regarding accessibility to be raised immediately and addressed – comprehensive minutes are kept at each site walk and photographs taken – at the beginning of a new site walk, previous discussions are revisited and actions taken discussed.</p> <p>Parents and pupils are encouraged to discuss positively about a pupil’s current needs – school are able to action immediately.</p> <p>All actions relating to environmental changes are proactive rather than reactive.</p>



Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources (where required) • Braille (where required) • Induction loops • Pictorial or symbolic representations 	<p>Short: Ensure that school signage & communication systems are highly accessible for all.</p> <p>Senco to update staff as appropriate with regards to any pupil who requires specific resources.</p> <p>Medium: Termly review of environment in direct response to any disability plans or risk assessments that are live at that time.</p> <p>Long: Ensure that permanent signage and equipment is accessible and routinely checked/serviced.</p>	<p>Weekly HT, Bursar, Site Manager walks.</p> <p>Include user friendly signage in the 'excellent learning environment' checklist.</p> <p>Liaise with service users with a disability via bi-annual audits noting feedback.</p>	<p>HT, Bursar and Site Manager</p> <p>SLT</p> <p>Senco</p>	<p>Tuesday end of day weekly.</p> <p>Prior to a pupil starting school – within 5 days.</p> <p>Beginning and end of school year.</p>	<p>Excellent environmental resource ensures that all pupils and adults feel that communication is strong.</p> <p>User's views and opinions are taken into account and the responsive approach quickly eradicates any barriers that may have arisen.</p>



4. Monitoring arrangements

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

It will be approved by the local governing body.



Appendix 1: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	All ground floor except one room – the staff room accessed by staff only. There is now a chair lift for staff to use if required to access the staff room.	Stair lift to be made available if that person so desires.	Head of School.	When necessary – within half term of notice point.
Corridor access	All corridors are wide and have no obstacles for negotiation.	Annual reminder to be sent out to all staff by Head of School about keeping corridors clear.	Head of School.	End of September annually. Ongoing check during weekly site walk.
Lifts	None			
Parking bays	A disabled parking bay is provided in the school car park.	School Bursar to check that this space is not being misused – if there is any form of misuse Bursar to take action and report to Head of School.	School Bursar.	Ongoing.
Entrances	All doorways have been widened to allow room for a frame or wheelchair to enter and exit.	Annual reminder to be sent out to all staff by Head of School about keeping all doorways clear.	Head of School.	End of September annually. Ongoing check during weekly site walk.



Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Ramps	The site is accessible via the use of ramps or dipped curbs.	None		
Toilets	There is a disabled toilet available for use by pupils, staff or visitors in the front entrance hall. This has a grab rail and easily accessible sink and pull cords.	None		
Reception area	<p>There is a hearing loop in the entrance area. A ramp with a stopping point provides access to the main entrance.</p> <p>There is an adapted phone for use by visitors if required.</p>	Check that the hearing loop is of up to date requirement.		



Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Internal signage	Permanent signs are all printed in a large font with use of visually friendly colour and fonts. Much signage has symbols or photographs to accompany wording.	None		
Emergency escape routes	All emergency escape routes used within school are disability friendly – they are wide enough for a chair and a frame.	<p>Annual reminder to be sent out to all staff by Head of School about keeping all emergency exit doorways clear.</p> <p>This has not been identified as a problem at all during site walks and staff are very aware of this.</p>		

