

STONEHOUSE PARK INFANT SCHOOL



Stonehouse Park
Infant School

Accessibility Plan

Updated: Feb 2021
Ratified by Governors: March 2021
Review Date: March 2022

Stonehouse Park Infant School firmly believes that all children, families and staff and visitors will be treated equally.

Our ethos promotes a culture of inclusion with an expectation of respect for all.

We recognise our duty under the Equality Act 2010 to:

- eliminate discrimination and other conduct that is prohibited by the act;
- advance equality of opportunity between people who share a protected characteristic and those that don't;
- foster good relations between persons who share a protected characteristic and those that don't.

Our equality policy details our commitment to this in more detail and explains the term 'protected characteristic'. With this in mind our accessibility plan had been devised by all stakeholders who have an interest in the school and who may be affected by its work; children, parents and other regular visitors. Accessibility to all we offer has to be dealt with on an individual basis and as needs arise. We hold regular meetings of parents of disabled children, to identify how potential barriers to access/inclusion (as posed by the child's disability) can be planned for and overcome. Through this accessibility plan we aim, over time, to:

- improve access to the physical environment of the school for all;
- increase access to the curriculum for all children with a disability, adapting the curriculum as necessary to ensure they have equality of opportunity and learning as all children. This includes the wider curriculum such as the participation in after school clubs and school visits;
- improve the communication of written information to parents, children and all relevant people with a disability.

1. Access to the physical environment of the school for all Stonehouse Park Infant School.

we take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises.

We have introduced a sensory area in a quiet, less busy part of the school where children can go to when sensory issues get to overwhelming.

We have developed the site so that it is fully accessible to all. The Floors are joined by lifts and there is a disabled toilet on each floor. Each disabled toilet is able to accommodate a wheelchair; the wash basin and dryer are at wheelchair level and there are hand rails.

The school is also on a slope that can be accessed by the front of the school with a path that leads to the back of the school. There is also room in the school carpark for those arriving in a wheelchair to use and access the ramp in the top playground to access school straight onto the playground.

The aim is to continue to improve access to the physical environment to meet the 2 needs of all pupils and make sure they all have access to all aspects of education offered at Stonehouse Park Infant School.

2. Access to the curriculum for all children, including those with a disability, to ensure they have equality of opportunity and learning as all children. (This includes the wider curriculum such as the participation in after school clubs and school visits)

All reasonable adjustments are considered to enable children with disabilities to access the same trips (including residential trips) as other pupils. The planning for these children is always completed with parents and the child to ensure successful trips. The SENCo ensures that all teaching assistants working with a disabled child are given the appropriate training eg. Manual handling. Through the SEND notional budget and in liaison with outside agencies such as occupational therapy, resources are purchased to ensure access to all areas of the curriculum.

3. Communication of written information to parents, children and all relevant people with a disability Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. All children with a disability will have an 'Moving and Handling' assessment as well as an intimate care plan that is draw up in consultation with SENCo, parents, child and teaching assistants.

At Stonehouse Park Infant School we will endeavour to make all information normally provided available to all. This may include alternative formats such as Braille, large font and information being delivered orally.

Accessibility Action Plan

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

Objective	What do we do already?	Next Steps	Responsibility
<p>Ensure every child has access to a broad and balanced curriculum</p>	<ul style="list-style-type: none"> • A differentiate curriculum • Resources tailored to individual needs • Curriculum progress tracked for all children including those with a disability • Individual meetings with families before children start school and nursery to ensure all needs are known, understood and planned for • Individual targets set for all children • Curriculum under regular review to ensure it meets the needs of all children • Established procedures for the identification and support/intervention of children with SEND • Detailed information on children with SEND shared with relevant staff • Termly progress review meetings held with class teachers and the HT to monitor the progress and well-being of all children. Plan and review intervention programmes. • Termly TA and teacher meetings to monitor the progress and well-being of all children, plan and review intervention programmes. • Children and parents involved in the setting and reviewing of My Plan/My Plan+ targets • Partnership working with and support for staff and parents from external agencies. • Individual visual timetables and individual visual behaviour reward systems for individual children who require them. • Wide range of individual and small group intervention programmes. Refer to provision maps. • Risk assessments carried out for activities, off site visits and for individual children who have individual safety plans. • On-going staff CPD • Updated our SEND Policy and Local Offer 	<ul style="list-style-type: none"> • Continue with the twilight teacher & TA meetings • Curriculum leader monitoring of planning & progression of curriculum pathways to ensure the needs of SEND children are met. • Liaise with Park Junior School to ensure our policies align • Review Early Identification & Intervention Strategy with all staff 	<ul style="list-style-type: none"> • HT • Subject Leaders • HT • All

Objective	What do we do already?	Next Steps	Responsibility
<p>Improve and maintain access to the physical environment</p>	<p>Our school environment is adapted to the needs of children and adults as required. This includes:</p> <ul style="list-style-type: none"> • Ramp to the front entrance of the building complies with DDA. • Provision of a hygiene room with showering & changing facilities & 2nd disabled toilet. • Provision of a lift to enable access to the hall. • Improved ramp access to YR classes. • Disabled parking bay • Installation of electric gates and intercom system 	<ul style="list-style-type: none"> • Provision of disabled toilet in Y2 area. • Continue to Improve lighting 	<ul style="list-style-type: none"> • Governor S&R Committee
Objective	What do we do already?	Next Steps	Responsibility
<p>Improve presentation of information to children and parents</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Can do ethos and positive approach • Excellent relationships fostered with families. • Open door policy • Community Family Worker • Information available in large print or translated • Staff support parents to complete forms • Intercom system in the Car Park to ensure we are able to support any visitors to our site who may have a disability 	<ul style="list-style-type: none"> • Improve signage around the school site 	<ul style="list-style-type: none"> • All

