THOMAS A' BECKET INFANT SCHOOL

Accessibility Plan 2018-2021

Review Summer 2021 or as guidelines / procedures change

Accessibility Commitment

Introduction

At Thomas A' Becket Infant School we recognise that children and adults with disabilities are potentially vulnerable group or are "at risk". Children can be disadvantaged if policies, processes and practices do not take account of, and seek to remove barriers which could deny them the educational opportunities available to others.

- We have a commitment to Inclusion wherever possible, in order to increase the participation of children with Special Educational Needs Disability (SEND) and/or disabilities in the National Curriculum, and in all areas of school life.
- The EQUALITY ACT 2010 defines a disabled person as 'if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities'.
- Most children with SEN will not be disabled within the meaning outlined above, however a significant proportion of those who are disabled may have special educational needs.

New code of practice and WSCC Accessibility Strategy **Appendix 1**

When a disabled child joins our school we will assess their individual needs in conjunction with parents, other identified agencies and the Local Education Authority (LEA). It is incumbent on us as a school to use our best endeavours to meet these identified needs.

Our Duty of Care:

- It is our duty not to treat any disabled person less favourably.
- We have a duty to make reasonable adjustments to ensure that disabled staff are not put at a disadvantage.

Our Commitment:

- To improve accessibility for all children and adults with disabilities we will:
- Use our best endeavours to ensure that pupils with disabilities are able to participate in the National Curriculum.
- Where possible improve the physical environment to enhance the access of children and adults with disabilities.
- Improve communication and be adaptable when communicating with families and the wider community.
- Review accessibility around the school on an annual basis with staff and parents.
- Make improvements where possible and reasonable to address any highlighted concerns.

Date agreed: 13th November 2018

Date of next review: Autumn Term 2021 or if guidelines procedures change

Signed: ……. Date:……
Beth Mayes Chair Leadership & Management Working Group

1. This Accessibility Plan has been drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from Autumn Term 2018 – Autumn Term 2021.

2. We are committed to providing a fully accessible environment which 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 challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

3. Thomas A Becket Infant School plans, over time, to further increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

    - Improve 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.

    - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the DDA). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.

    - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

5. Attached are Action Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

    - Curriculum
    - Equal Opportunities and Diversity
    - Health & Safety (including off-site safety)
    - Inclusion and SEN
    - Behaviour Management
    - School Improvement Plan
    - Asset Management Plan

8. The Action Plan for physical accessibility will take into account any recommendations made by outside agencies and the local authority

9. The School Prospectus makes reference to this Accessibility Plan.

10. The School's complaints procedure covers the Accessibility Plan.

11. Information about our Accessibility Plan is available on the school website.

12. The Plan will be monitored by Ofsted as part of their inspection cycle.

Thomas A Becket Infant School Accessibility Plan 2018 - 2021

Improving the Physical Access at Thomas A Becket Infant School

Visually Impaired pupils
If we were to have a visually impaired child in school:

Item	Activity	Timescale	Cost £
Corridors	Skirting boards and door surrounds to be painted in contrasting colours. Radiators to be painted a contrasting colour.	As and when necessary - Subject to available finance	TBA
Stairs and Steps	Steps and any entrances with an edge to be painted with yellow or white edge	As and when necessary - Subject to available finance	Negligible
Signage	Labels on toilets to be tactile and eye level	As and when necessary - Subject to available finance	TBA
Outdoor areas	1.Outside poles painted a contrasting colour with strip of contrasting paint at children's eye level 2. Paint on playground refreshed to stand out 3. Yellow strip painted on bottom of all ramps	As and when necessary - Subject to available finance	TBA

Wheelchair Users
If we were to have a wheelchair dependent child or staff member in school:

Item	Activity	Timescale	Cost £
Ramps	One portable ramp already held for ad hoc visitors / temporary injuries. Additional ramps to be purchased should we have a child on roll or contracted member of staff at the school who permanently uses a wheelchair.	As and when necessary	Circa £200
Corridors	Corridors outside Head Teachers office and Honeybee class are narrow and have very limited clearance for wheelchair users. These corridors should ideally be widened to improve access.	Subject to available finance	Significant

Hearing Impaired pupils / visitors
If we were to have a hearing impaired child / visitor in school:

Item	Activity	Timescale	Cost £
Hearing Loop in Hall	Ensure all staff are aware of hearing loop in hall and that the system is used when required (e.g. assemblies / parent meetings etc.) and checked / serviced regularly.	Six monthly check by Premises Officers	Ongoing NIL
Mobile sound field	Ensure location of mobile sound field is known to all staff and that the system is used when required and checked / serviced regularly.	Annual reminder to staff	Ongoing NIL

Physically Impaired pupils
If we were to have a physically impaired child in school:

Item	Activity	Timescale	Cost £
Hoist facilities	Ensure that hoist facilities in The Bay and The Lagoon used for personal care of severely disabled pupils are regularly checked / serviced and in good working order in case of need	Annual service (or more frequent if problems identified)	£50 per annum
Trolley facilities	Ensure that the trolley in The Lagoon used for personal care of severely disabled pupils is regularly checked / serviced and in good working order in case of need	Annual service (or more frequent if problems identified)	£50 per annum
Hygiene facilities	Ensure that the shower facilities in The Lagoon used for personal care of severely disabled pupils is regularly tested and checked for water quality in case of need	Regular checks by Premises Officer	ongoing

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Improving the Curriculum Access at Thomas A Becket Infant School

Target	Strategy	Outcome	Timeframe	Achievement
Training for teachers on differentiating the curriculum	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.	Ongoing	Differentiation of new national curriculum ongoing, support and scaffolding in place. Regular staff meetings held re differentiation. Specific meetings held with SEND/Inclusion for individual children.
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing	Increase in access to all school activities for all disabled pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Individual Needs are met	Ongoing	Further access to the National Curriculum for our current pupils. Sensory learning walks undertaken
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents. Discuss perception of issues with staff to determine the current status of school.	Whole school community aware of issues relating to Access	Ongoing	Society will benefit by a more inclusive school and social environment

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Improving the Delivery of Written Information at Thomas A Becket Infant School

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through the LEA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Ongoing	Delivery of information to disabled pupils and carers is improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Ongoing	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from Sensory Support Team on alternative formats and use of IT software to produce customized materials.	All school information available for all	Ongoing	Delivery of school information to pupils & parents with visual difficulties improved. (No pupils with visual impairment currently in school)
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised	Ongoing	School is more effective in meeting the needs of pupils.

Appendix 1

WSCC Accessibility Strategy Generic Brief

1. Signage and Wayfinding

Develop a co-ordinated system of signage and way finding that enables all pupils, staff and visitors to find their way conveniently around the buildings and grounds.

2. Hearing System:

Primary Schools: • hearing loop in the reception area
• soundfield system and hearing loop in the hall

3. Therapy/withdrawal room

A 22m² space with a screened area suitable for physiotherapy and to include:

- Wash hand basin and base unit (lockable)
- Supply of drinking water
- Track for curtain screening to provide privacy for physiotherapy area
- Acoustically insulated walls
- Mobile, adjustable height physiotherapy bench, wide enough to allow for pupils to be turned over if necessary. (**Please note** – this will be provided as part of the brief only if there is a pupil need at the school. Otherwise, it will be provided as and when a pupil need arises)
- Ceiling track to allow hoist sling is not provided as part of this brief unless there is a specific pupil need
- Up lighting or diffused lighting
- Cabling, data point and double power point to allow school flexibility of computer station. Further provision in this respect (computer hardware, printer, computer desk etc) is for individual school to decide and fund.

4. Accessible car parking

The following are minimum requirements. The school size and site are to be taken into consideration and accessible parking increased if deemed appropriate/necessary.

- Secondary schools: create 2 accessible parking bays
- Primary schools: create 1 accessible parking bay
- Appropriate access route from the accessible parking to the school entrance

5. Accessible toilet/shower

At those schools where wheelchair access cannot reasonably be achieved, create one ambulant accessible toilet, peninsular, to include:

- Fixed, folding and adjustable height changing bench with detachable shower head facility over and curtain tracking around.
- Ceiling track to allow hoist transfer to and from toilet and changing bench/shower
- Belfast/London sink with double drainer and lockable cupboard under
- Handrails to assist independent toilet use
- Wash hand basin
- Coat pegs at appropriate height
- Hand dryer/paper towel dispenser at appropriate height
- Mirror at appropriate height
- Up lighting or diffused lighting