

Accessibility plan

Stocksbridge Nursery Infant School



Approved by:

Premises Committee

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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.

Our vision is one of confident and responsible pupils, who are independent, happy and motivated to enjoy learning.

They will have high expectations for themselves and have access to a stimulating, broad and balanced curriculum, which enables them to meet their maximum potential.

Our children will act as caring, tolerant young citizens who are respectful of themselves and others.

They will have a wide range of skills to enable them to be good communicators in a variety of ways.

Our core Values. This is what we offer each other working in partnership.

We are friendly.

We are a happy school.

We enjoy learning.

We all feel safe.

We care.

We show respect.

Each year, as a staff we review our non-negotiables. These are our principles for how we live and learn.

Principles of learning

What do we believe about learning and learners?

What do we 'sign up to' at Stocksbridge Nursery Infant School?

- To be inclusive of all learners and families. To 'go the extra mile' for the most vulnerable.
- Learning must be enjoyable
- A focus on the whole child – their well-being, social, emotional and personal development as well as academic subjects
- Children learn better when the curriculum is relevant & they have a stake in it.
- To develop independent learners – skills to learn, environment to learn in.
- Active learning – doing it
- A focus on skills development

- High expectations of behaviour, standards of work.
- Commitment to working with parents to raise attainment of children.

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.

We work in partnership with Sheffield City Council and also closely as part of Locality G.

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, including staff and governors of the school.

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.

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><i>Our school offers a differentiated curriculum for all pupils.</i></p> <p><i>We use resources tailored to the needs of pupils who require support to access the curriculum.</i></p> <p><i>Curriculum resources include examples of people with disabilities.</i></p> <p><i>Curriculum progress is tracked for all pupils, including those with a disability.</i></p> <p><i>Targets are set effectively and are appropriate for pupils with additional needs.</i></p> <p><i>The curriculum is reviewed to ensure it meets the needs of all pupils.</i></p> <p><i>Disabled visitors to school as part of anti-bullying week or work on difference and diversity. Children learn to be more accepting and can talk to people about how</i></p>	<p>Staff are skilled to support children with specific needs and difficulties.</p> <p>To ensure resources are reflective of current pupil and family needs.</p>	<p>Ensure all staff have skill and resources to support children with specific difficulties e.g. dyslexia</p> <p>To review resources available throughout school re people with disabilities</p> <p>Continue to book people from a range of backgrounds with different disabilities to</p>	<p>Alison Priest</p> <p>Alison Priest/Janine Hutchinson</p> <p>Jane Townsend when reviewing curriculum for</p>	<p>Autumn 2017</p> <p>Spring 2018</p> <p>Summer term.</p>	

	<p><i>disabilities have affected them.</i></p> <p><i>Engage with charities who raise money for people with disabilities e.g. Guide Dogs for the Blind, Sign to Sing.</i></p>		raise pupil awareness.	following year.		
Improve and maintain access to the physical environment	<p><i>The environment is adapted to the needs of pupils as required.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <i>Where possible pupils are situated in classrooms closest to facilities which meet their needs.</i> <i>School has many ramps and those doors which don't can be accessed via a foldable ramp.</i> 	Improve access to the school field.	Cost of a gate to be sought to be placed further up the field to allow safer access for parents at events.	Jane Townsend David Grocock	Spring 2018	
Improve the delivery of information to pupils with a disability	<p><i>Explain your school's approach here. Example:</i></p> <p><i>Our school uses a range of communication methods to ensure information is accessible.</i></p> <p><i>This includes:</i></p> <ul style="list-style-type: none"> <i>Internal signage</i> <i>Large print resources</i> <i>Pictorial or symbolic representations</i> 	Consider adding Braille to any future signage.	Contact LA to see if they have a Braille printing service.	Jane Townsend David Grocock	Summer 2018	

4. 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 premises committee.

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

Appendix 1: Accessibility audit

The table below contains some examples of features you might assess as part of an audit of the school's physical environment. It is not an exhaustive list, and should be adapted to suit your own context.

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2			
Corridor access				
Lifts	0			
Parking bays	0			
Entrances	10			
Ramps	2			
Toilets				
Reception area				

Internal signage				
Emergency escape routes				