

CASSIOBURY INFANT & NURSERY SCHOOL

Accessibility Plan

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INTRODUCTION

At Cassiobury Infants and Nursery School we are committed to improving our provision to increase accessibility for our pupils, families, staff and visitors to our school. We recognise that the needs of our community and constantly evolving and strive to promote the inclusion of all. This plan outlines how we aim to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

We aim:

- To encourage a strong transition for all new pupils, liaising with current settings to ensure good practice is shared and implemented quickly and effectively
- To work positively with external professionals to ensure the correct provision is in place for pupils with SEND barriers to learning
- To provide a learning environment which focuses on equality, recognising that all children need different support to enable them to succeed
- To work closely with parents to ensure reasonable adjustments are effective and consistent
- To improve our accessibility to ensure each child is able to access their full curriculum entitlement.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The headteacher and other relevant members of staff.
- Governors.
- External partners.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils.

AUDIT

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils’ disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

Following this rationale, we have created an Accessibility Plan which includes short term, medium term and long term targets. The current targets will be reviewed throughout the year and our Accessibility Plan will be formally evaluated annually.

	Target	Strategies	Outcome	Timeframe
Short Term Targets	To ensure all SEND policies are up to date and reflect the inclusion of pupils with Disabilities	<ul style="list-style-type: none"> • All Inclusion policies on annual review cycle • All inclusion policies written by INCO and ratified by Governors • All Inclusion Policies reviewed in September reflect new cohort where appropriate 	Policies will be reviewed annually, ensuring the recognition of pupils with Disabilities, overseen by the INCO and reflecting of the new cohort (where appropriate)	Autumn 2021
	To ensure access to both buildings is in place to meet the needs of children requiring access support	<ul style="list-style-type: none"> • A mobile ramp to be in place for learning corridor door access • To consider future access plans and begin to seek quotes • To purchase access handles to support with walking step access where assessed appropriate • Appropriate measures put in place to support with toileting for children with additional requirements 	All pupils will have full access to both of the school buildings	Autumn 2021

Medium Term Targets	To ensure all pupils have access to a range of extra-curricular activities	<ul style="list-style-type: none"> To identify the SEND pupil participation in extra-curricular clubs To complete parent research to identify any specific barriers to accesses To support external providers to enable access including shared strategies, training and joint support where appropriate 	Accessibility will not be a barrier for pupils who wish to access extra-curricular clubs and activities	Spring 2022
	To ensure all school communications are accessible to our families	<ul style="list-style-type: none"> To develop a working party of parents to create a translated version of main school introduction documents To offer school newsletters in a large print format on request To ensure our website offers a 'translate' option 	Families will be able to access school communications with ease and understanding	Spring 2022
Long Term Target	To ensure Visual Impairment accessibility is maintained	<ul style="list-style-type: none"> To highlight steps, drops and edges with yellow ground paint to ensure visibility To ensure that this is checked regularly and redone when visibility is reduced To implement new strategies suggested via the VI team accessibility visits 	Areas of danger i.e. steps are clearly highlighted to all pupils to enable independent access where possible, but ensuring that bas visibility is not the reason support is required	Summer 2022 Ongoing

In addition to these academic year specific targets, Cassiobury Infant and Nursery school have a number of rolling expectations to ensure accessibility of pupils and adaptations for the evolving needs of our children and families remains at the forefront of our minds when planning for the current and future academic years.

Target	Strategy	Outcome
To ensure correct information is gathered prior to pupils starting their transition into our school	<ul style="list-style-type: none"> To conduct pre-school and nursery contact meetings To conduct pre-school and nursery setting visits To encourage parents to share any concerns with our school INCO prior to starting our setting and on 'New Starter' information sheets To attend EHCP review meetings where these are held shortly prior to a pupil joining our setting To invite future settings to 	Pupil needs will be identified quickly to enable planning to take place for a smooth transition and start to a pupils school journey

	attend EHCP meetings where a transition is imminent	
To maintain the Inclusion List	<ul style="list-style-type: none"> • Reflective of pupil needs • Maintained and kept up to date to reflect any changes • Shared with staff where appropriate 	All staff will have a good understanding of pupil's needs, positive strategies will be shared between staff to ensure a positive experience and effective transitions around school and between year groups
To arrange appropriate staff training	<ul style="list-style-type: none"> • Staff will be offered training, where appropriate, to help them to understand the needs of the pupils in their class • The INCO with staff will conduct research, online, through courses and with parents to put in place an effective plan and bank of strategies to support a pupil within their school day 	Teachers will feel confident to support the pupils in their class and alongside the INCO and parents will determine appropriate reasonable adjustments to ensure the opportunity for success.
To liaise with external professionals	<ul style="list-style-type: none"> • Including the OT, Physio, SALT, EP, the INCO and adults working with an individual pupil will ensure visits are enabled and meaningful and advice is implemented 	Pupils will receive expert advice which school will implement to their best of their ability seeking clarification when required.
To review the physical environment	<ul style="list-style-type: none"> • To seek information regarding the accessibility needs of new pupils • To research the best way to ensure equality for pupils • To be confident to use a trial and error approach and recognise that one size does not fit all • To review the environment regularly from pupil perspective. 	The physical environment will reflect the needs of our current pupils and school will seek to adapt and improve where needs emerge and additional or varied support is needed.