



Accessibility Plan

Date Ratified - September 2024

Date of Review - Summer Term 2027

Chair of Governors – Sean Frampton

Aims

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils and parents

As a school we are required under the Equality Act 2010 to have an accessibility plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The legislation states that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if: He or she has a physical or mental impairment, and/or the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The purpose of the accessibility plan is to show how access is to be improved for disabled pupil, staff and visitors over an agreed timeframe, alongside the anticipation of the need to make reasonable adjustments to accommodate needs.

The Accessibility Plan will:

- Increase the extent to which disabled pupils can participate in the curriculum to ensure all pupils are equally prepared for life, including teaching and learning as well as participation in the wider 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, staff, parents and visitors.

The plan will be made available online on the school website, and paper copies are available upon request. The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body.

At Courthill Infant School we are committed to provide an inspirational and exciting learning environment where all pupils believe, achieve and shine in all they do, developing an enthusiasm to become life-long learners. We aim to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Courthill Infant School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

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 this 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.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents: (copies are available on request)

- Behaviour Exclusions Policy
- Business Continuity plan
- Health & Safety Policy
- Equality Policy

- First Aid and Medical Policy
- School Improvement Plan
- Inclusion Policy
- Staff handbook

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The Accessibility Plan will be monitored by the governing body and the school will work in partnership with the Local Authority in developing and implementing this plan.

At Courthill Infant School we aim to ask about any disability or health condition in early communications with new parents and carers. For parents and carers of children already at the school, we collect information on disability on the admissions forms on entry to school and update these yearly. Should any pupil need change parents are encouraged to contact the school as soon as possible and where necessary a care plan is put into place for the pupil.

The needs of pupils with disabilities are considered and planned for during the school day, this also extends to extra-curricular activities and off site visits. Where possible pupils are included in all curriculum areas, however there are some areas of the curriculum that present particular challenges for pupils with a disability, for example: PE. When this occurs the teacher and Inclusion leader will make reasonable adaptations to ensure a high level of inclusion is achieved. The pupils may require alternative resources to access learning (i.e., ICT access, writing aids, enlarged print) and these will be provided as part of quality first teaching provision.

Access Audit

Courthill Infant School is a single storey building with a split level, with ramped access points from the Reception classrooms and two of the Year 2 classrooms. The Year 1 and other Year 2 classrooms have stair access outside, alongside a ramp access. There is also ramp access to the outside areas in reception and there is a ramped emergency exit route from each classroom. There are accessible toilet facilities available by the main office. There is a disabled parking space on the main road outside of the school.

As a school we will consult with external professionals when new situations regarding pupils with disabilities are experienced. The Inclusion Leader will seek information on any new pupils so that their individual needs are carefully planned for and considered, and any reasonable alterations made to the physical environment are made.

The Site Manager/Caretaker, Operations Manager, Health and Safety Governor, Inclusion Leader and Head Teacher will monitor the school environment and seek external advice and guidance when needed. All teaching staff have a responsibility to consider the needs of all pupils in the class when teaching and planning for activities and off site visits.

Legislation and Guidance

This document meets the requirements of Section 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

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.

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>To continue to adapt the curriculum to ensure access for all 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</p>	<p>To ensure key staff are fully trained with medical needs of pupils in school and due to start school.</p> <p>To develop gross and fine motor programme to support pupils learning and PE.</p> <p>Liaise with feeder pre-schools and Junior schools to ensure provision is in place.</p> <p>Continue to review all statutory policies to ensure inclusive practice.</p> <p>To take account of variety of learning</p>	<p>CPD list of all staff training.</p> <p>Move to learn intervention groups set up and staff training.</p> <p>Meetings with preschools and junior schools, meetings with parents, Inclusion Leaders</p> <p>Create inclusion register which is shared with all staff</p> <p>Write a Personal Emergency Evacuation Plan (PEEP) when required for pupils</p> <p>Check all policies comply with Equality Act 2010.</p> <p>Continue to update care plans, medical register and</p>	<ul style="list-style-type: none"> • Medical lead • CPD Leader • Inclusion leader • Year Leaders • Head teacher • Site manager / caretaker • Operations manager • Curriculum subject leads • Educational visits lead 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Trained staff for all needs of the pupils</p> <p>Move to Learn groups running.</p> <p>Provision in place for pupils when starting school and adapted as needed.</p> <p>Risk assessment in place</p> <p>Adapted curriculum to meet current needs. Evidence in class of advice taken from professionals.</p> <p>Policies up to date.</p> <p>All pupils supported and accessing the curriculum.</p>

	<p>appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Thorough risk assessments for off site visits and in school learning activities.</p> <p>Specialist advisory teachers used to ensure needs of pupils are met e.g. enlarged print, screens, sound boards to aid acoustics etc.</p> <p>Speech and language TAs</p> <p>CPD for staff</p> <p>Use of interactive ICT equipment</p> <p>SEND register</p>	<p>styles/needs when teaching</p>	<p>collaborate with key professionals when needed.</p>			
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<p>To Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> • Ramps • Disabled parking bays • Disabled toilets and changing facilities • Medical Room <p>Continue to adjust acoustics where needed.</p> <p>Create access plans/risk assessments for individual disabled children as part of IEP process</p> <p>Relevant iHasco H & S tasks completed by all staff.</p>	<p>The school will take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.</p> <p>Ensure all pupils with disabilities are included.</p> <p>To ensure carpark, roads, paths around school are as safe as possible.</p>	<p>Regular audits of building and requirements needed as policies and pupil intake changes.</p> <p>Risk assessments written and reviewed regularly.</p> <p>Monitoring of any unsafe driving, which is reported to the Site manager/Safer Schools team. Regular maintenance checks and walk rounds. SLT presence on the gates in the morning to monitor the road at collection and dropping off times throughout the year.</p> <p>Safer schools contacted to support school with drop off and pick up parking situations.</p> <p>Communication with parents via safety messages /letters/walk to school week</p> <p>Bikeability for pupils when appropriate.</p>	<ul style="list-style-type: none"> • Head teacher • Operations manager • Inclusion leader • Site manager / caretaker • Class teachers • Inclusion leader • Site manager • Educational visits coordinator. • Health and safety Governor 	<p>Ongoing Ongoing Ongoing</p>	<p>Physical environment accessible to all.</p> <p>All pupils included</p> <p>Safe pupils / parents / public</p> <p>iHasco tasks completed</p> <p>Emails sent weekly providing school information</p> <p>Health & Safety Governor reports</p>
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<p>To continue to adapt and improve the delivery of information to families and pupils with a disability</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Disabled parking • Ramp access, automatic doors. • Meetings with class teachers and inclusion leader. • Internal signage • Large print resources • Pictorial or symbolic representations <p>Disabled parents are not discriminated against either indirectly or directly and encouraged be involved in their child's education</p>	<p>Continue to develop support for parents with pupils with disability or parents with disability.</p> <p>To improve signage around school including visual clues to aid visually impaired and EAL.</p> <p>Ensure good knowledge and relationships with parents/carers to ensure parents needs are catered for e.g. visual impairment, hearing, EAL, etc</p>	<p>Review the need annually.</p> <p>Provide training, access or signposting to training.</p> <p>Liaise with outside agencies.</p> <p>Establish good relationships and communication with parents and offer support/ adapted resources/letters etc where needed.</p>	<ul style="list-style-type: none"> • Inclusion leader • Class teacher • Operations manager • Site manager 	<p>Ongoing</p>	<p>Access and inclusion for all.</p> <p>Signs for all rooms. Signage in school relevant and up to date.</p> <p>Written and verbal communication is appropriate for a variety of needs</p>
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Accessibility Audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	1 story with a split level in the main corridor near reception area where there are 4 steps.	<p>There is a hand railing attached to the wall to support the need to access the stairs safely.</p> <p>There are a number of other routes around the school via ramp access to access all areas.</p>	Site manager	Ongoing
Corridor access	All corridors are wide enough for wheelchair access.	Corridors to be clear at all times and free from obstructions. This is regularly monitored by all staff.	Site manager All staff	Ongoing
Parking bays	There is 1 parking bay outside school for disabled use.	Monitored by school SLT and admin staff for the proper usage.	Site manager	Ongoing
Entrances	All entrances and exits have ramp access.	Health and safety audits carried out. Free from obstructions at all times.	Site manager All staff	Ongoing

Ramps	There are ramps for access in school and at the exits.	Regular general maintenance checks carried out regularly to ensure ramps are safe and accessible at all times.	Site manager	Ongoing
Toilets	There is an accessible toilet by the main reception.	Regularly cleaned and checked.	Site manager	Ongoing
Reception area	Automatic doors to enter and a ramp access. Windows at reception with low desk for wheel chair users.	Continued maintenance of front doors.	Site manager Reception staff	Ongoing
Internal signage	Fire exits are signed	Continue to improve signage throughout school, inside and out to meet the needs of cohorts in school. Continue to ensure signage is relevant and up to date. Continue to check quality of signage.	Site manager Operations Manager Inclusion Leader	Ongoing
Emergency escape routes	Signposted.	To be clear at all times. To be regularly checked to ensure easy access. All staff to be aware of closest emergency exit where they are working. Regular fire drills to ensure all staff and pupils know what they are doing in an event of an emergency.	Site manager Health and Safety governor	Ongoing