



## Alexandra Infants' School Accessibility Plan

**Our Mission Statement** underpins the vision and values of our school:

At Alexandra Infants' School we have a commitment to providing a safe, secure, happy and caring environment which meets the needs of our school community.

By putting the needs of the children at the forefront of everything we do, we aim to provide quality learning experiences in an environment which ensures that all children have the opportunity to achieve their full potential. In doing so we are committed to meeting the needs of all our children - intellectual, spiritual, emotional, physical, social and cultural.

To this end the Academy committee and the school will work to make sure all students, staff, parents, and other stakeholders are able to access the physical environment, the curriculum, and information provided by the school.

### **Legal Framework**

The Equality Act 2010 places a legal obligation on schools making it unlawful to discriminate against students, staff and other stakeholders with a disability. This Act brings together several different equality laws including the Special Educational Needs and Disability Act 2001 (SENDA), the Disability Discrimination Act 1995 (DDA), the Equality Act 2010 and the Children and Families Act 2014.

The Act also places an anticipatory duty on schools to consider what reasonable adjustments need to be made to improve access to the schools' services for any stakeholder with a disability, including pupils, staff, parents and carers and any other visitors to school, without waiting until the adjustment is actually needed.

Alexandra Infants' School is committed to a fair and equal treatment of all individuals able bodied or disabled and, on a continuous basis, will work towards

improving access to the physical environment, to the curriculum and to the provision of information in order to work towards access for all.

### **Aim of the plan**

The aims of this statement and the Accessibility Plan are to ensure that Alexandra Infants' School continues to work towards increasing 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. 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 and electronic 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.

Action Plans are attached, relating to these key aspects of accessibility and showing how the School will address the priorities identified. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up every three years.

Alexandra Infants' School follows guidance from the Equality Act 2010 which states:

"The Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.' Some specified medical conditions, HIV,

multiple sclerosis and cancer are all considered as disabilities, regardless of their effect."

Furthermore;

"They must not discriminate and they must make reasonable adjustments for disabled children and young people."

To ensure that the Equality Act 2010 is implemented across the school all policies refer to the above statements.

### **Involvement of disabled people in developing a Disability Equality Scheme**

It is the intention to consult with all stakeholders (students, parents/carers, regular visitors to the school) with disabilities to form the Action points in our Accessibility Plan. The Accessibility Plan will be available to all stakeholders and the progress made will be reported annually. Monitoring, review and evaluation will be an integral part of the scheme. Stakeholders specifically involved in the various aspects will be asked to contribute at the planning/implementation/review stages.

### **Reviewing/Monitoring**

The Accessibility Plan will be reviewed annually and monitored through the appropriate committee of the governors. The plan will be fully revised every three years.

1. Increasing the extent to which disabled pupils can participate in the school curriculum.

Target	Strategy/Action	Timeframe	Resources	Person Responsible	Outcome
To improve staff awareness of disability	Staff meeting to audit and train staff on Disability and the Equality Act 2010	By Jan 2016	Audit Staff time Training materials	AL	Staff to have confidence in supporting children with a disability and to make reasonable adjustments where necessary

					and automatically.
To increase awareness of the difficulties that pupils with disabilities experience.	To hold a disability awareness day and to involve special schools to help promote this and involve parents.	Date to be arranged	Wheelchairs, blind awareness, glasses, contact with special schools.	AL/LH	For the culture of the school to be more considerate of the needs of pupils with disabilities and the difficulties that they may encounter on a daily basis. For people to be able to support in order for pupil participation.
To identify gaps in Staff CPD.	Make links to arrange outreach support if required. Training on differentiation.	By Feb 2016	Staff appraisals Information gained from observations, teaching and learning reviews.	DS/AL/AS	Staff are able to differentiate the curriculum for pupils with disabilities in order to meet their requirements of their needs. Increase the access of the curriculum.

2. Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of

education and benefits, facilities or services provided or offered by the school.

Target	Strategy/Action	Timeframe	Resources	Person Responsible	Outcome
To review current facilities for pupil access within the school environment	To liaise with the LA and review current facilities within the school environment to improve access for pupils with physical disabilities.	June 2017		DS, WB, AK, LA, governors, parents, school council	Identification and improved access for pupils with physical difficulties

3. Improving the delivery to disabled parents/pupils of information which is readily accessible to parents/pupils who are not disabled.

Target	Strategy/Action	Timeframe	Resources	Person Responsible	Outcome
To ensure that all written communications state that information can be requested in an alternative format.	Office Staff to insert phrase "if you require this information in an alternative format please let us know" This should be in a large font.	Dec 2015	Office staff time	WB	
To broaden communication routes between parents/ teaching staff	Audit parents on their preferred method of communication and explore the possibilities of using social media	Jan 2016	Staff time Audit Letters	WB/LH	

To be reviewed: Annually.