

Accessibility Plan for Trewirgie Infants' & Nursery School 2020-24



'We care, we help, we succeed'

Mission statement of Trewirgie Infants:

OUR MISSION:

- To inspire children to engage in learning, and be valued members of a caring, supportive, and successful school.
- For all our children to develop life- long learning skills; to be independent and creative thinkers and to be socially confident.
- To enable children to be successful through a curriculum that captures their interests, stimulates their ideas, encourages inquisitiveness and critical thinking and meets their needs.

At Trewirgie Infants' and Nursery school we are ambitious for all our pupils. Our goal is to:

- Inspire and educate our children in a happy, safe and enjoyable environment
- For all our children to make good academic progress, to develop life skills, to be independent and creative thinkers and to be socially confident
- To enable children to engage with their own learning through a curriculum that captures their interests, encourages creativity and inquisitiveness and makes learning fun.

Vision Statement for pupils with SEND: The vision at Trewirgie Infants' and Nursery School is for all children with Special Educational Needs and Disabilities (SEND) to have access to inclusive learning within school thereby providing opportunities for realizing aspirations, achieving potential and participating fully in education and the wider society

Introduction

At Trewirgie Infants' & Nursery School 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.

Rationale

Trewirgie Infants' & Nursery School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school.

We believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Procedure

1. The Trewirgie Infants' & Nursery School Accessibility Plan has been drawn in conjunction with staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date. This plan was updated in June 2020 to reflect new statutory requirements for the setting of Equality Objectives

2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty
3. We are 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. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school
4. The Trewirgie Infants' & Nursery School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:
 - 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 duties under the Equalities Act 2010); 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 or **auxiliary aids and equipment**, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
 - 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 within a reasonable timeframe;
 - 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 timeframe
5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information
6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010
7. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
 - Curriculum Policy
 - Equality Objectives
 - Continuing Professional Development Policy
 - Health & Safety Policy (including off-site safety)
 - Special Educational Needs Policy/SEN Information report
 - Behaviour Management Policy
 - School Development Plan
 - Asset Management Plan/Suitability Survey
 - School Brochure/Prospectus and Vision Statement
8. The Accessibility Plan will be published on the school website
9. The Accessibility Plan will be monitored through the Governor Body
10. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010

Aims and Objectives

Ensuring Access for all pupils to the curriculum:

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are able to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Ensuring access for all pupils to the curriculum				
Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in delivering first quality teaching and differentiating the curriculum	<p>Be aware of staff training needs on curriculum access</p> <p>Continue CPD for differentiation and recording methods</p> <p>To ensure provision is challenged through work scrutiny, observations, planning, learning walks and data analysis from the Senior Leadership Team (SLT)</p>	On- going and as required	SLT team, including SENDCo	<p>All staff deliver at least 'Good' lessons in lesson observations</p> <p>Raised staff confidence in strategies for differentiation and increased pupil participation</p>
Ensure classroom support staff have specific training on disability and inclusion	<p>Be aware of staff training needs - including through discussion in TA performance management</p> <p>Staff access appropriate CPD</p>	On - going and as required	SLT team, including SENDCo	Raised confidence of support staff
The school can access a range of local external agencies for advice and guidance	<p>A network of outside agencies is accessible through the referral process. All referrals are made through the SEN team and have full permission of the parents</p> <p>Advice from any outside agency is shared with all staff that work with individuals and parents accordingly to support the child. Strategies are recorded on the children's IPM's and impact monitored</p>	On - going and as required	SENDCo	Advice from outside agencies is acted upon and has a direct impact upon pupil outcomes

<p>To ensure any interventions have impact and are moving children forward in their learning</p>	<p>All children have an Individual Provision Map (IPM), which are written by class teachers, outlines their interventions and then reviews the impact of these. Teachers are able to direct support staff in order they best meet needs of children</p> <p>SENDCo monitors these alongside interventions and assessment data</p>	<p>IPM's written and reviewed termly. Ongoing</p>	<p>SENDCo</p>	<p>A clear and concise provision map is up to date and forms a key part of the planning process for all pupils. Parents and children have been included in agreeing the targets</p> <p>Intervention groups/support is reviewed on a regular basis and adapted to best meet the needs of all children</p>
<p>Classrooms are optimally organised to promote the participation and independence of all pupils</p>	<p>Review and implement a preferred layout of furniture and equipment to support the learning process on individual class basis</p> <p>Ensure consistent use of visual timetables across the school and other classroom non-negotiables, such as working walls</p> <p>Identify the optimal seating arrangements for children with SEN and consider how the classroom environment supports their learning</p>	<p>September 2020 and ongoing</p>	<p>SLT team, including SENDCo</p>	<p>Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. Children have ready access to a range of resources to support their learning</p>
<p>Use ICT software to support learning</p>	<p>Make sure software is installed where needed and all classes have access to the ICT that meets children's needs, including apps as appropriate</p>	<p>Beginning Sep 2020 and then ongoing</p>	<p>SLT team, including SENDCo</p>	<p>Wider use of SEN resources in classrooms e.g. ipads and laptops</p>
<p>Review PE curriculum to ensure PE accessible to all</p>	<p>Ensure all sporting activities and sporting clubs, before and after school, are accessible to all</p>	<p>As required</p>	<p>PE co-ordinator</p>	<p>All to have access to PE and be able to participate fully</p>
<p>The needs of all vulnerable pupils within school are reviewed regularly and provision adapted according to varying need</p>	<p>On-going group which discusses all 'vulnerable' children</p> <p>Any staff member enters all information on My Concern, so that all people that need to know have access to up to date information and can help support individuals. This can be reviewed and co-ordinated by the safeguarding team in liaison with outside agencies e.g. social workers</p>	<p>On-going and as required</p>	<p>Safeguarding and SLT team</p>	<p>The needs of vulnerable children are considered and planning for these is adapted so that school can best meet their changing needs</p> <p>Optimal success for these children, through support</p>

Improving access to the physical environment of the school

The school is built on a slope, but has been adapted to ensure all areas can be accessed effectively.

The site has a school reception/office building, a Nursery & attached school PE hall, EYFS and dinner hall and KS1 building. A new build took place in summer 2016 which include ramped access to the new sports hall. The school also has:

- Wheelchair access to all year groups, which have separate entrances
- A disabled parking bay
- Walkways have replaced steps, where possible
- Reception is clearly visible & signposted upon entrance to the site and is wheelchair accessible
- Internal signage is in place and a school plan is available to visitors upon request.

We have a wide range of equipment and resources available for day-to-day use. We keep resource provision under constant review. Equipment is logged within an Asset Management system

The site is regularly reviewed by the Health and Safety team from the Local Authority, who visit routinely throughout the year. Daily and weekly checks are carried out by the caretaker. Safety check lists for classrooms are carried out termly.

Ensuring access to the physical environment of the school

Target	Strategies	Time-scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	<p>To create access and PEEP - Personal Emergency Evacuation plans for individual disabled pupils when required. Ensure staff are aware of individuals needs</p> <p>Be aware of staff, governors and parents access needs and meet as appropriate</p> <p>Through questions and discussions find out the access needs of parents/carers</p> <p>Consider access needs during recruitment process</p>	<p>As required</p> <p>Induction and on-going if required</p> <p>Annually and on-going</p> <p>Recruitment process</p>	SLT team, including SENDCo	<p>PEEP's and access plans in place for disabled pupils and all staff aware of pupils needs</p> <p>All staff and governors feel confident their needs are met</p> <p>Parents have full access to all school day to day activities</p> <p>Access issues do not influence recruitment and retention issues</p>
Improve and maintain access to the physical environment	<p>Hand rails at an appropriate height, provided on main stair ways</p> <p>Toilets at an appropriate height and position. Disabled changing facilities evident in all buildings</p> <p>Every year group has wheelchair access</p>	On-going	Head/Governors/ Site manager	All areas of site accessible and safe. Areas are well maintained and checked regularly

Improve signage and external access for visually impaired pupils	Yellow strip marked edges Clear signage around school Advice from outside agencies acted upon e.g. Vision support and habilitation team	On-going and as required	Head/Governors/ Site manager	Visually impaired children/adults feel safe in the school environment and can access it safely
All fire escape routes are suitable for all Ensure cloakrooms remain clear where fire exits are contained within cloakroom area	Ensure cloakrooms remain clear where fire exits are contained within cloakroom area Regular fire drills take place to highlight any areas/issues that need addressing	On-going and as required and as appropriate	Head/Governors/ Site manager	All disabled staff, pupils and visitors able to have safe independent egress

Improving and Monitoring the delivery of written information to all pupils and parents/carers

This will include planning to make written information that is normally provided by the school accessible to all pupil and adults. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to all pupils and families, we need to continually review current levels of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools IT infrastructure and office staffing will enable us to access a range of materials supportive to need.

Improving & monitoring the delivery of written information to disabled pupils				
Target	Strategies	Time-scale	Responsibility	Success Criteria
Availability of written material in different formats	The school will identify sources for converting written information into alternative formats	On-going	SENDCo/ SLT team	The school will be able to provide written information in different formats when required for individual purposes
Survey parents/carers as to the quality of communication to seek their opinions as to how to improve	Send out survey to parents regarding quality and methods (e.g. email, text, school newsletter, reports, parents evenings) of communication Improve parent collaboration and engagement through the development of a co-ordinator Development of the FLO- Family Liaison Officer role Annual parent questionnaires Parent coffee mornings	On-going	SENDCo/ SLT team/Parent liaison lead	School is more aware of the opinions of parents and acts on this

Improve the delivery of information in writing in an appropriate format for visually impaired	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office Class teacher/TA as appropriate	Excellent communication for all
Annual review and other SEN paperwork information to be as accessible as possible	Ensure child and parent friendly SEN/ review formats available Discuss individual parents preferred ways of communicating and ensure they can access the information appropriately	On-going	SENDCo	Staff more aware of pupils/parents preferred method of communications Parents and pupils can access information available to them
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible School wide use of makaton to support all pupils with SEN TA's that work with children that use makaton have access to appropriate and up to date training	As required	SENDCo	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for current/prospective pupils or current/prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment Ensure Prospectus is available via the school website Communicate with parents to identify if they have additional needs that need to be met	As required	School office/ Staff/SENDCo	All can access information about the school

When this Accessibility Plan is being implemented the current government guidelines with respect to Covid-19 will be taken into account, which may impact upon some aspects of the plan.

Approved by:

Date:

Review date: