



# Dorothy Barley Infant School

## Accessibility Plan

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**This policy was reviewed on:**

**Date:** 14<sup>nd</sup> October 2019

**By:** J.Osborne

**Policy will be reviewed on:** November 2020

**This policy was ratified/reviewed by Governors on:**

**Date:** November 2019

**Frequency of review:** Annually

Dorothy Barley Infant School is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors and volunteers to share this commitment.

Note: This policy has been written in line with the following guidance:

- Equalities Act 2010,
- Disability Discrimination Act (DDA) 2002,1995.

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## **Purpose of the Plan**

The purpose of this plan is to show how Dorothy Barley Infant and Nursery School intends, over time, to increase the accessibility of our school for disabled pupils.

## **Definition of Disability**

A person has a disability 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 carry out normal day to day activities.

Legal Background In line with the Equalities Act 2010, Disability Discrimination Act (DDA) 2002,1995. It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties of the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education;
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Dorothy Barley Infant and Nursery School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual The school is a single storey building with no internal or external stairs. There is a ramp up to the school office. There are double doors at all entrances and the corridors are wide enough for wheelchair access. There are two disabled toilets, one in EYFS and one in Key Stage One. We have a disabled parking bay located in the car park near the entrance. The Computer Suite has low level surface that can accommodate a wheelchair. Dining room tables have fixed stools but there is space for a wheelchair at the end of the tables. There are wide access doors to the ICT suite and to all classrooms. All reasonable adjustments would be made for a child with additional accessibility requirements should it be necessary.

The Current Range of Disabilities within Dorothy Barley Infant and Nursery School The school has children with a range of disabilities which include Autistic Spectrum Disorder, Global Developmental Delay, Physical Impairment, Sensory Processing Disorders, Hearing Impairment, Social, Emotional and Mental Health Needs, Medical Needs and Speech Language and Communication Difficulties. When children enter school with specific disabilities, the school contacts the local authority professionals for assessments, support and guidance for the school and parents. Staff receive regular training and support to meet these diverse needs. We have a few children who have asthma, allergies and food intolerances. All staff are aware of these children. Key Stage One Inhalers are kept in the office and EYFS inhalers in classrooms, a record of use is noted. Staff have access

to children's medical information via Integris. Health Care Plans are kept in the Medical Room. We have competent First Aiders who hold current First Aid certificates. All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded. The school Nurse has provided training on how to administer medication.

## **Dorothy Barley Infant and Nursery School 2019-2021**

<b>Targets</b>	<b>Strategies</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achieved</b>
<b>EQUALITY AND INCLUSION</b>				
To ensure that the accessibility plan is regularly discussed at Governing Body meetings	Including in regular agenda	Adherence to legislation	Annually	
To improve staff awareness of disability issues, including mental health issues.	Review staff training needs. Provide training for members of the school community as appropriate	Whole school community are aware of issues	On-going	
To ensure that all policies consider the implications of disability access	Consider during review of policies	Policies reflect current legislation	On-going	

To ensure that any child recovering from serious medical condition has minimal risk of contracting infections while in school	Parents to be reminded of the need to inform the school about infections	School is informed by parents of any infections	On-going	
<b>PHYSICAL ENVIRONMENT</b>				
To ensure that, where possible, buildings and grounds are accessible for all children and adults	Audit of accessibility to building and grounds to be carried out. Suggest actions as budget allows	Modifications made as appropriate	On-going	
<b>CURRICULUM</b>				
To continue to train staff to enable them to meet the needs of children with a range of SEN	SENCo to review the needs of children and provide training/support as appropriate. Liaise with Borough Inclusion Team for Advice.	Staff can enable all children to access the curriculum	On-going	
To provide specialist equipment to promote participation in learning by all pupils	Assess the needs of the children in each class and provide equipment as needed e.g. special.P.E equipment, headphones, writing slopes etc	Barriers to learning will be reduced or removed, enabling children to achieve their full potential	Annually	
<b>WRITTEN/OTHER INFORMATION</b>				

To ensure that all parents and other members of school community can access information	Written information will be provided in other formats as necessary e.g. large print, coloured paper	Written information will be provided in other formats as necessary e.g. large print, coloured paper	As needed	
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## UNICEF Rights of the Child

The following articles underpin our behaviour policy

Article 2 – All children have these rights, no matter what their age, gender, religion, disability, culture or nationality is.

Article 3 – All adults should do what is best for children. Adults should think about how their actions affect children.

Article 23 – Children with disabilities have the right to live a full life and receive support from the government.

Article 29 – Every child's education must develop their talents and abilities.

