Audley Infant School Accessibility plan
September 2024-2026

Section 1: Vision statement

Purpose of the plan: The purpose of this plan is to show how Audley Infant School intends, over time, to increase the accessibility of our school for disabled pupils. Audley 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.

Definition of Disability: According to the Equality Act 2010, a person has a disability if;

a) He/ She has a physical or mental impairment
b) The impairment has a substantial and long-term adverse effect on his or ability to carry out normal day-to-day activities.

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing legislation including DDA. The accessibility plan should be read in conjunction with the following school policies, strategies and documents:
Curriculum policy, Health and Safety Policy, SEN Policy, Behaviour Management Policy, School Development Plan, Asset Management Plan, School Prospectus.

It is a requirement that our accessibility plan is resources, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Audley Infant School will address the priorities identified in this plan. The plan is valid for three years and reviewed annually.

Approved by: ……

Date: …….

Next review date: September 2026

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 and 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 educations.
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled e.g. handouts, timetables, textbooks and information about school events. The information should take account of pupils' disabilities and preferred format of pupil and parents and be made available within a reasonable timeframe.

Audley Infant School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favorably 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 minimize 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 school and in planning to increase access to education for all disabled pupils.
As part of the schools continued communications with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussion.

Contextual

Audley Infant school is a single story building with two sets of three stairs internally to access the school hall. There is a ramp up to the school entrance and a ramp to the nursery building. There is a ramp to all the playground areas. There is disabled facilities in the main school, sports and arts center and the nursery building. We have two disabled parking spaces. The dining room tables have fixed stools but there is a space for a wheelchair at the end of each table. All internal doors are accessible by wheelchairs. All reasonable adjustments would be made for a child with additional accessibility requirements should it be necessary.

The Current Range of Disabilities within Audley Infant School.

Our school has children with a range of disabilities which include Autistic Spectrum Disorder, Global Developmental Delay, Physical Neurologial Impairment, Medical Needs and Speech and Language and Communication Difficulties. When children enter school with specific disabilities, the school contacts the local authority professionals for support and guidance. Staff receive regular training and support to meet these diverse needs. We have a few children with asthma, allergies and food intolerances. All staff are aware of these children. Inhalers are kept in a safe place in the classroom to allow easy access if necessary. All medical information is collated and available to staff, on the staff notice board. We have competent first aiders who hold pediatric First Aid Certificates. All medication is kept in a central safe and secure place which is easily accessible. 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.

Section 2: Aims and objectives

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

The table below sets out how the school will achieve these aims.

Target	*Strategies*	*Outcomes*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
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	Staff can enable all children to access the curriculum.	Training scheduled for next academic year.	SENCo	On-going	Children accessing the curriculum.
To provide specialist equipment to promote participation in learning by all pupils	Assess the needs of the children in the class and provide equipment as needed. E.g. special grips, headphones, writing slopes etc.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Assessment carried out at the beginning of each term.	SENCo	Termly	Children achieving
To ensure where possible that building and grounds are accessible for all children and adults	Audit of accessibility to buildings and grounds to be carried out. Suggest actions as budget allows	Modifications made as appropriate	Annual walk round with LA representative.	Head Teacher	Annually	Improve accessibility.
To ensure that all parents and other members of school community access information	Written information will be provided in other formats as necessary, e.g. large print, coloured paper, text messages, Facebook. On the schools website. Translation offered if required.	Ensure that information reaches parents and community members in an appropriate and timely way.	Office staff to ensure letters are sent out appropriately, along with text messages or facebook updates.	Office staff	Ongoing	Parents and other members of the community informed.

Section 3: Access audit

Feature *For example:*	**Description**	**Actions to be taken**	**Person responsible**	**Date to complete actions by**
Number of storeys	School has areas leading to the school hall with steps.	Annual maintenance checks to occur	Site manager	Annually
Corridor access	All corridors are accessible for wheelchair users and wide enough for maneuver	Corridors to be tidy and free from obstruction	All school staff	On going
Parking bays	Two clear designated parking bays on the school car park	Spaces to be free for use at all times	All school staff	On going
Entrances	To be unobstructed at all times	All staff to ensure entrances are clear at all times	All school staff	On going
Ramps	Ramp from car park to main entrance and to playgrounds	Annual maintenance checks to occur	Site manager	Annually
Toilets	Disabled toilet access and hygiene room	Regular maintenance checks	Site manager	Ongoing
Internal signage	All internal signage meets the legal requirements	Regularly checked	Site manager	Annually
Emergency escape routes	Labels clearly displayed around school	Ensure signs are maintained	Site Manager SLT	On going