



Meadowhead Community Infant School and Nursery

ACCESSIBILITY POLICY

Introduction

Duties under Part 5A of the Disability Discrimination Act, (2006), (DDA) require the Governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to
and
- prepare and publish a disability equality scheme to show how they will meet these duties

This scheme and the accompanying action plans set out how the school will promote equality of opportunity for disabled people.

Duties in Part 4 of the DDA require the governing body to plan to increase access to education for disabled pupils in 3 ways:

- increasing the extent to which disabled pupils can participate in the school curriculum
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

This scheme incorporates the school's plans to increase access to education for disabled stakeholders.

At Meadowhead Infant School we are committed to ensuring equality for all pupils and members of the school community. By school community we include, pupils, governors, teachers, teaching assistants, office workers, all support staff and parents and carers. The purpose of this document is to ensure that the school fulfils this aim. We value all stakeholders and aim for them to fully participate in all aspects of school life relevant to their role. We believe that equality of access to ensure this will be achieved if we take positive action to make reasonable adjustments to redress the inequalities faced by some stakeholders and aim to promote positive attitudes towards people with disabilities.

Involvement of disabled stakeholders

When pupils and families meet the Headteacher for the first time, they have an opportunity to discuss confidentially, any information regarding a child's disabilities, physical or educational. Staff have an annual appraisal where they are able to discuss any personal disabilities also. Other stakeholders are able to see the Headteacher at any time to discuss any disability issues. Some staff meeting times will be allocated for staff to discuss issues around Special Educational Needs and Disability and offer their opinions on the school Disability Equality scheme. An information gathering process will offer the stakeholders the opportunity to have their input through a questionnaire. It is hoped that this will provide the following:

- Insights into the barriers people face
- Expertise into ways to overcome these barriers
- Develop relationships between the school and disabled people and allow the school to make the necessary adjustments to meet the needs of disabled people

Views of those consulted during the development of the plan

The results of the consultations as described above will be incorporated in to the scheme and future schemes / amendments.

DATA PROTECTION LEGISLATION WILL BE OBSERVED IN SHARING INFORMATION AT ALL TIMES

Information gathering

Disabled pupils and parents are identified through self-declaration, recruitment procedures and on admission forms.

A definition of the school's understanding of the breadth of the term disability will be incorporated into the school brochure to ensure a common understanding of what constitutes a disability. The ethos of the school is such that people feel comfortable to disclose their impairment and will be guaranteed that their disclosure will be treated with the level of confidentiality they demand. The ethos of the school is to celebrate diversity and this belief will be evident in the Disability Equality Scheme.

Recruitment, development and retention of disabled employees

The recruitment process allows new employees to declare any disability. When necessary the school will use the Access to Work services to ensure any required adjustments are made to meet the needs of disabled staff.

Existing staff are able to meet with the Headteacher to disclose any disabilities and give input into the plan and discuss any current or perceived future needs. As a more accurate picture of disabled staff is created, it is planned that their needs will be reflected in policies and procedures as they are developed over the coming years. Information regarding disabled staff will be analysed by the senior leadership team to ensure that they are represented across all levels. The school believes that when disabled people are truly represented on the staff they will provide a positive role model for other adults and children showing that everyone is valued and treated fairly.

Participation and achievement

Monitoring of achievement by the Headteacher and senior members of staff will have a focus on the achievement of pupils with a disability and any changes to policies or provision will be adopted to ensure all pupils achieve. The school will endeavour to ensure policies and procedures offer equality of opportunity to all pupils and ensure that disabled pupils will have access to all aspects of school life once any necessary adjustments have been made to cater for their needs. This will ensure full participation in school activities where possible.

Impact Assessment

The main mechanism by which the school will assess the impact of the Disability Equality Scheme will be by bringing together the relevant staff, Governors, outside agencies and stake holders to discuss and review access to all aspects of teaching and learning in school.

Promoting Equality of Opportunity

The ethos of the school and belief of the stakeholders is that adjustments should be made where possible to promote equality of opportunity for all stakeholders. The current accessibility plan goes a long way towards this; however, the school is not complacent and is continually striving to improve expertise and practice.

- The school will seek to promote positive attitudes to disability by staff displaying positive attitudes to people with a disability, seeking to promote people with a disability in the curriculum, and reviewing resources that include / promote positively people with a disability.
- The school will seek to eliminate discrimination by raising awareness through staff training, monitoring the impact of the scheme and policy changes and by improving communication.
- The school will seek to eliminate harassment by raising awareness of disability related harassment, involving pupils in eliminating “bullying” should it occur.
- The school will seek to encourage participation in public life by encouraging disabled stakeholders to participate where they see their peers succeeding and where there are positive images of disabled people participating.
- The school will take steps to meet the needs of disabled people -this may take the form of additional coaching / mentoring or by providing special facilities / equipment.

Making It Happen

The implementation of the accessibility plan will be closely monitored by the governing body via the Education committee and will be mentioned in the SENDCo’s report to Governors at full Governor Meetings.

It will also be included in the school brochure and available to interested parties on request. The review of the accessibility plan will identify successes and areas for development to be included in a revision of the scheme.

Current Provision

In order to make Meadowhead Infant School accessible to all members of the community, the following provision is currently in place:


- Ramps around the outside of school to enable access to both playgrounds and entry to the school
- A disabled car parking space in the school car park
- A disabled toilet with full washing/showering facilities
- A lift to enable access to reception classrooms
- Handrails next to all steps
- An area of the top playground is covered in soft surface to lessen the impact of falls
- The edge of all outdoor steps are highlighted with yellow paint
- All staff have regular training in supporting children with learning or physical disabilities. Much of this training is given through SEND SS (Special Educational Needs and Disability Support Service) and the Speech Therapy Service

- Staff who have physical or health issues have access to Occupational Health Professionals who will give advice on support in the work place. If a member of staff has been absent, s/he will have a 'back to work' interview with the Headteacher
- Phased return to work after illness can also be arranged with members of staff
- The Headteacher or SENDCo will arrange meetings with health agencies for individual teachers of children with specific health issues. If necessary an individual health care plan will be drawn up and the appropriate health worker will discuss it, and its implications, with the appropriate staff members. Training will be given where appropriate e.g. use of an EpiPen
- School has a supply of inhalers for use in an emergency (see Asthma Policy)
- The SENDCo holds regular (termly or more) meetings with the school nurse, link speech therapist, link SEND SS advisory teachers and Educational Psychology service.
- If a child needs to be given prescribed medication, parents meet with the Headteacher to agree on who, when and how it will be given
- If staff believe that a child would benefit from some medical advice, the class teacher or SENDCo will speak with a parent about this. No child will be referred to an agency without the parents' knowledge and permission
- Consistent use is made of picture cues to help children with communication difficulties e.g. good behaviour cue cards, visual timetables, task boards etc.
- The school uses fonts such as 'Comic Sans' and 'Primary Sassoon Infant' which are dyslexia friendly. Other dyslexia friendly strategies are used such as ensuring pale backgrounds are used on slide presentations and work sheets, use of matt laminate sheets etc.
- Elements of Makaton sign language is used regularly in assembly, singing practise etc.
- The SENDCo meets termly with the Governor with responsibility for Special Educational Needs and Disabilities to update her on latest developments and for her to ask the SENDCo about anything that has been brought to her attention. A report from the SENDCo is always included at Full Governing Body meetings.
- Parents are encouraged to inform the school of any health or physical needs a child may have on entry to school, and to keep the staff updated of any changes to a medical condition. Staff are pleased to speak with any parents informally at a mutually convenient time, and more formally during parents' evenings etc. The SENDCo is also available to meet with parents whenever appropriate.
- There is a culture in the school whereby all staff know to ask the SENDCO for advice regarding teaching and learning strategies or equipment
- The school has resources to help with a number of SEND difficulties e.g. coloured exercise books/writing boards for children with aspects of dyslexia, weighted cushions for those with aspects of dyspraxia and objects to hold, fiddle with etc. for those with aspects of ADHD and so on.

In order to continue to provide as effective accessibility provision as possible the following action will be undertaken:

Target	Action	Who	When	Deadline	Success
To continue to involve parents	Parental opportunity to share any information, views, concerns or experiences regarding disability	Parents All school staff	When child starts school, during formal occasions e.g. parents evenings, informally at mutual convenient times	Ongoing	Information will be shared by parents with the school for them to act upon as and when necessary
To involve Governors	Governors to share their experiences regarding disability and to be aware of SEND issues	All Governors Headteacher SENCO	At least one Full Governing Body meeting annually	Termly	Governors have shared their views, be aware of current SEND issues in school and actions based on these is built into accessibility plan
To involve staff to share their views about accessibility plan	Accessibility plan is discussed regularly	All members of staff	At staff meetings, INSET days, briefing meetings etc.	When necessary	Staff have shared views/experiences and actions built into action plan
Be aware of the different needs of children	Review of admission forms to ensure section for information regarding disability remains appropriate	Office Staff Headteacher	Ongoing	Summer Term-new parents evening	Staff will be aware of and/or act upon information given by parents
To continue to minimise physical barriers that could cause concerns for pupils with a disability	Health and safety checks to include classroom/playground layout. Specific audit on entry for new starters with disabilities	Headteacher SENCo Site Supervisor	Termly As necessary	Ongoing	School environment to be accessible and 'user friendly' by all staff, pupils and stakeholders
To continue to ensure that learning resources offer differentiation for all pupils regardless of physical or educational disability	Subject leaders to conduct audit of resources and plan to purchase resources as appropriate. Liaise with SENDCo as appropriate	All subject leaders SENDCo	At least termly, as the need arises	Ongoing	Resources are available to cater for the needs of all children with disability

For staff to continue to be aware of children's disabilities	Office staff to continue to compile a list of children with disabilities to be kept by teachers and welfare staff	Office staff Headteacher All teachers SENDCo	At least termly-or as appropriate		Staff have list of children with a disability in planning folder and copy in the first aid box for welfare staff
School to continue to keep up to date of how to contact specialist services including translators	Continue to liaise with and involved all necessary specialist services	SENDCo Headteacher Pupil Well-being Co-ordinator	As appropriate	Ongoing	Information available to parents via Pupil well-being co-ordinator/ SENDCo regarding which outside agencies can support families.
To continue to ensure that all schemes of work/ policies to reflect the needs of disabled pupils	Subject leaders to continue to review schemes of work/ policies in light of Governments Disability Rights Scheme, SEND Policy and Equality Act 2010	All subject leaders	Termly	Ongoing	All schemes of work/policies reflect the needs of disabled pupils
To identify if the building could be improved to cater for the needs of disabled people	A review of the building will be undertaken to address accessibility Updated access audit	Building Liaison Officer Headteacher SENDCo Site Supervisor	Summer Term	Ongoing	The building will cater for the needs of all pupils, present and future

Adopted/Ratified:	October 2023
Review Frequency:	3 Years
Review Date	October 2026
Signed (Chair Governors)	
Signed (Headteacher)	