



Telford Infant School

LOVING LEARNING

**Every child to be an inquisitive, resilient and successful learner
who is eager for their next challenge.**

Accessibility Report and Plan

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| Manager: | SENDCo |
| Date of latest update: | September 2018 |
| Date of next review: | September 2019 |

*This Report and Plan is available for Staff and Governors on the Learning Platform.
It is also available for parents on the school website and on request from the school office.*

INTRODUCTION

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.
- 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 in the DDA:
- 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.

ACCESSIBILITY PLAN

Schools are required to have an Accessibility Plan showing how they are planning strategically to increase access over time; the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually.

Attached is an action plan outlining how we are:

- Increasing the extent to which our disabled pupils can participate in the curriculum;
- Improving the physical environment to enable those with disabilities to take better advantage of education, benefits, facilities and services provided;
- Improving the availability of accessible information to those with disabilities.

RATIONALE

Telford Infant School has a duty to ensure:

- Disabled pupils and staff can fully participate in the school curriculum
- The physical environment of the school supports and increases the extent to which disabled pupils and staff are able to take advantage of all school services
- That physical and learning environments can be reasonably accessed by disabled pupils and staff and meet their needs.

We understand that a disabled pupil or staff member can be discriminated against in two ways:

- By less favourable treatment (there are situations where there may be a reason for less favourable treatment).
- By the School failing to make a 'reasonable adjustment'. Schools may be guilty of discrimination if they fail to take reasonable steps which lead to disabled pupils or staff and prospective pupils or staff being placed at a 'substantial disadvantage' or treated unfavourably compared to non-disabled pupils or staff.

As such we have adopted this plan to ensure Telford Infant School:

- Makes every child, staff member and visitor feel welcome
- Values all pupils and staff members equally
- Has high expectations of all pupils
- Removes all barriers to learning and participation
- Increases school accessibility for all pupils, staff and visitors

The National Curriculum Inclusion Statement reminds us that all teachers are required to follow three inclusive principles. At Telford Infant School we aim to adopt these principles by:

1. Setting suitable learning challenges, enabling all children to experience success and achieve as high a standard as possible through appropriate differentiation.
2. Overcoming potential barriers to learning and assessment for individuals and groups of pupils – including their own and others' attitudes.
3. Responding to pupils' diverse learning needs by:
 - Creating effective and exciting learning environments;
 - Securing their motivation and concentration;
 - Providing equality of opportunity through teaching approaches;
 - Using appropriate assessment approaches;
 - Setting targets for learning.

The Disability Discrimination Act defines a disabled person as someone who has 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to-day activities'.

In the DDA, 'substantial' means 'more than minor or trivial'. 'Long-term' means has lasted, or is likely to last more than 12 months.

The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). Physical or mental impairment includes sensory impairments and also hidden impairments. An impairment does not of itself mean that a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered.

The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day-to-day activities is adverse, substantial and long-term.

Accessibility Plan

Teford Infant School

Date: 2018-19

| Target | Tasks | Timescale | Resources | Responsibility | Monitoring |
|---|--|--|-------------------------|--|--|
| Access to Curriculum To identify and provide appropriate learning apps for a child with specific needs. | <ul style="list-style-type: none"> ▪ One to one teaching assessment seek advice from external agencies/ support groups. ▪ Trial identified apps, selecting the ones that are the most appropriate for the child's needs. ▪ Purchase and download apps. ▪ Train relevant members of staff. ▪ Measure impact on learning. | Ongoing Autumn/ Spring/ Summer 2018/19 | Budget to purchase apps | SENDCo One to one Teaching Assistant. | SENDCo through lesson observations and sampling lesson planning. SEND Governors |

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| Access to wider curriculum To continue to ensure that all staff and pupils with specific needs are able to access the wider curriculum. | <ul style="list-style-type: none"> Investigate TA flexibility to cover extra curricular activities if needed. Remind colleagues to take into consideration the specific needs of colleagues and pupils when planning extra curricular activities. | Ongoing | SENDCo Time | SENDCo Headteacher | SENDCo SEND Governors |
| Impact Analysis Ensure all policies consider the implications of Disability Access. | <ul style="list-style-type: none"> Analyse impact of Behaviour Code, School Rules, Anti-Bullying Policy, Educational Visits, Homework, Health Provision in relation to pupils with disabilities. Consult pupils and staff on any proposed changes. Introduce new policies | Summer 2019 | SENDCo Time to review policies. | SENDCo | Head teacher and SEND Governors |
| Premises Increase site access to meet diverse needs of pupils, staff, parents and community users. | <ul style="list-style-type: none"> Review personal evacuation plans. Ensure all signage is accessible to all. Continue to ensure all areas of the school site are available to all. | Autumn 2018 Ongoing discussion with LA building surveyor. | SENDCo time Headteacher time | SENDCo | Headteacher SEND Governors |
| Attitudes To promote positive attitudes to disability. | <ul style="list-style-type: none"> Review PSHE Curriculum Review Assembly Programme: widen focus of Different/Same theme | Spring and Summer 2019 | PSHE Lead time | PSHE Leader SENDCo Headteacher | SENDCo SEND Governors |