



## Great Bradfords Infant & Nursery School

### Accessibility Plan 2019-2021

Our vision for the children at Great Bradfords Infant and Nursery School is for every child, regardless of their starting point, to have the opportunity to achieve. They will have access to a curriculum that sparks their imagination, promotes independent learning and supports children to be the best they can be. Our children will be happy and confident learners who will face new challenges with enthusiasm.

It is within this context that all the plans and policies for our school are grounded.

#### **Purpose of Accessibility Plan**

This plan shows how Great Bradfords Infant and Nursery School intends, over time, to increase the accessibility of our school for pupils, staff, parents/carers and visitors with a disability.

#### **Definition of disability**

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

#### **Areas of planning responsibilities**

- Ensuring full access for pupils with a disability to the school curriculum (this 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).
- Ensuring access to the physical environment of school (this includes improvements to the physical environment of the school and physical aids to access education).
- Ensuring the delivery of written information to pupils with a disability (this will include planning to make written information that is normally provided by the school to all its pupils available). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

#### **Contextual Information**

Great Bradfords Infant and Nursery School is a large 3 form entry Infant School with a 78 place nursery class. The school is a ground floor building with 2 toilets available for those with a disability. The main entrance to the school is a flat surface so is wheelchair friendly. The school has accommodated wheelchair dependent pupils and parents.

### **Current Range of known disabilities**

The school has children with a range of moderate and specific learning disabilities. Currently we do have parents with physical disabilities requiring additional access support.

### **Increasing access for pupils with a disability to the school 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 enabled to participate fully in the broader life of the school. Consequently, all children have always been encouraged to attend age relevant after school clubs, leisure and cultural activities and educational visits.

### **Improving access to the physical environment of the school**

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known. We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The school's improvement planning process is the vehicle for considering such needs on an annual basis.

### **Improving the delivery of written information to pupils with a disability**

This will include planning to make written information that is normally provided by the school to its pupils available to pupils with a disability. 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, we again need to establish the current level 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 school's IT infrastructure will enable us to access a range of materials supportive to all.

## Accessibility Plan – March 2019 - 2021

Target	Action	Timescale	Responsibility	Budget	Measurable Impact	Monitoring & Evaluation Arrangements
Ensure all policies consider the implications of Equality Act 2010	As policies produced/reviewed consider and/or incorporate equality duty	Rolling 3 year programme of policy review	Headteacher All teachers Governors	n/a	Access to all aspects of school life for children, staff and parents/carers  All policies identify equality duty	Governors throughout policy review/ratification process
Access into and around school is fully compliant	To consider current access in light of individual children's needs  To ensure any new building works meet the needs of all children, staff, parents/carers	As required	Headteacher Site Manager Governors	As required	All areas of school are fully accessible	Health and safety walks Feedback from staff, pupils, parents/carers Governing monitoring
Ensure all disabled pupils can be safely evacuated	Personal Emergency Evacuation Plans (PEEP) in place for pupils with difficulties  Ensure all staff are aware of their responsibilities	Ongoing	Headteacher SENDCO	n/a	All children are able to evacuate the building safely in the event of an emergency  All staff are aware of procedures	All staff SENDCO Site Manager
Availability of written materials in alternative formats	Consider the needs of children, staff, parents/carers and provide information in: <ul style="list-style-type: none"> <li>• Home language</li> <li>• Large print</li> <li>• Audio</li> <li>• Text</li> <li>• Email</li> </ul>	Ongoing	Headteacher SENDCO Teachers Office staff	£200 pa	Access to information for children, parents and carers will be improved	Office staff Headteacher

	<ul style="list-style-type: none"> <li>Coloured paper/print</li> </ul>					
All staff have an understanding of disability legislation and issues faced by our children, parents, carers	<p>Training provided to all staff on legislation</p> <p>Staff read and understand school policy and how this impacts on their practice</p>	Ongoing	Headteacher	n/a	Staff aware of legal requirements and can transfer learning in to practice	Headteacher Governors monitor practice
Increase confidence of all staff in differentiating the curriculum to enable access to all learners	<p>Provide training on a range of needs</p> <p>Ensure all staff aware of needs of individual children</p> <p>Provide training via face to face, online, verbal and written</p> <p>SENCO to support staff in identifying need and possible strategies</p>	Ongoing	Headteacher SENDCO Teachers	n/a	<p>Raised staff confidence in strategies for differentiation</p> <p>Increased participation of children in their learning across the curriculum</p>	Headteacher Governors