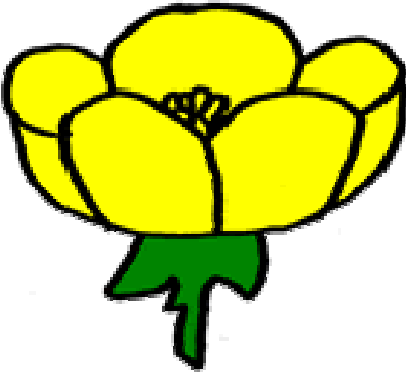


GOLDFIELD INFANTS' AND NURSERY SCHOOL



Accessibility Plan

Committee	Learning Matters
Next Review	Spring 2023
Duration	3 years
Approved FGB	Spring 2020



FOREWORD

Valuing diversity is central to achieving the overall aim of Goldfield Infants' and Nursery School.



Roots and Wings

**There are two gifts that we can give our children,
one is roots,
the other is wings...**

**At Goldfield every child matters.
Our aim is to provide a caring environment**

Where each child is able to;

- **feel happy and secure; valuing diversity, growing in self belief and respect for each other**
 - **develop a love of learning and reach their true potential**
- **learn in a caring, safe and attractive environment where the pupil is at the centre of the curriculum**
 - **take part in a rich, creative and challenging curriculum, reflecting high expectations**
- **become a valued member of a school community that encourages involvement from parents and the local community**

Ultimately to help our children develop as responsible and caring members of society – to enable them to 'fly'

Introduction

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 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 Goldfield Infants and Nursery School to ensure that access to education for disabled pupils in the three areas required by the planning duties in the DDA continues to be implemented. These areas are :

- ❑ 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.

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

Definitions (DDA)

Disabled person – 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”

Physical impairment – this can also include sensory impairments

Mental impairment – including learning difficulties, such as dyslexia, autism, speech and language impairments, ADHD,

Substantial – more than minor or trivial

Long term – likely to last longer than 12 months

Normal day to day activities – mobility, manual dexterity, physical coordination, continence, ability to lift, carry or move everyday objects, memory or the ability to concentrate, learn or understand, perception of risk or physical danger

1. Starting Points

The purpose and direction of the school’s plan: vision and values

Goldfield Infant and Nursery School is committed to ensuring that ALL staff and pupils regardless of gender, ethnicity, faith or disability will have the opportunity to achieve their full potential. We are known to be an “inclusive” school, which values diversity and treats each child as an individual. (See Disability Equality Scheme and individual policies). In this accessibility plan, particular attention will be given to those staff and pupils who have a disability as defined by the DDA, along with their families and other visitors accessing the school site.

Information from pupil data and school audit

The school collects information regarding staff and pupils by gender, disability, age and ethnicity. Information is kept regarding any medical needs and dietary requirements pupils may have. In addition, where appropriate, specific health plans are written for individual children and training given to staff to meet these needs. Intimate care plans are also written for individual children as necessary.

The school identifies children who meet the DDA criteria for disability their conditions are long term and are, or could have, a substantially adverse effect on their learning. In addition to those children, others are on the SEN register and receive additional support within the classroom to meet their needs. Details can be found on the SEN register. Additional help is also provided by qualified teaching assistants and learning support assistants (See provision map). Where appropriate, differentiated programmes and intervention strategies are in place to help these children access the curriculum.

There are also children with medical problems who are being monitored but whose conditions are not affecting their learning.

All stakeholders are consulted during the development and on-going review of the plan

2. The main priorities in the school's plan

The school is committed to increasing the extent to which disabled pupils can participate in the school curriculum (see current Accessibility/SEND Action Plan - Annex 1)

The school will:

- Ensure all teaching staff are aware of the QCA General Inclusion Statement and that they apply it in their planning and teaching
- Ensure time is made available to teachers, teaching assistants and learning support assistants for planning
- Continue to develop diversity in the way the curriculum is delivered, particularly for those pupils with communication and/or learning difficulties or for those with physical disabilities and/or impairments
- Continue to develop resources to support access to and participation in the curriculum
- Continue to seek advice from external agencies and request specialist equipment where appropriate
- Collect and monitor data so that disabled pupils' achievements are tracked in addition to their general attainment levels

Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services

In June 2006 extensive changes were made to the school building. These included:

- Ramps to all external classroom doors were fitted
- The front entrance was widened and automatic doors fitted to allow disabled access
- A disabled access toilet was installed
- A designated disabled access parking space was provided in the staff car park

In 2010 an outdoor classroom was built which includes a ramp for wheelchair access.

In 2013 additions to the Nursery building were made. This included:

- Disabled toilets/changing facilities in Nursery
- New ramped access to Nursery

In 2015 the school's window walling was replaced which included the provision of wider doorways, allowing wheelchair access to every classroom.

In 2016 the replacement roof enclosed the courtyard areas enabling the floor levels to be raised in line with the existing floors; completing wheelchair access to all areas.

The pathway beside the nursery, providing wheelchair access to the outdoor area, resurfaced and new exterior lighting installed in the spring term 2017

The school's governing body is committed to continue to improve the physical environment and to make reasonable adjustments for pupils and staff with disabilities. A main priority in the next three years is to review the plans to improve the nursery building.

April 2018 saw the complete replacement of the fire alarm system which included additional wheel chair height break glass points across the school.

Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

As an Infant School, we are accustomed to support written information with other resources, visual and otherwise. We will continue to adapt resources for those pupils experiencing difficulties. These include:

- Visual timetables
- Print on a coloured background
- Increased font and line spacing
- Picture and symbol cues
- Use of ICT pictorial programmes such as Widgit Online. Parents are given access to this to use with their children at home.

3: Making it happen

Management, coordination and implementation

Responsibility for implementing the DDA rests with the governing body of the school, under the guidance of the Head Teacher. This plan will be reviewed by the governors annually.

The SENCo is responsible for maintaining and updating the special needs register and writing – in consultation with Class Teachers and parents – relevant health plans.

Class Teachers pass on any relevant information given to them by parents to the Headteacher and/or the SENCo.

Parents will continue to be encouraged to disclose any relevant information. Each September data collection sheets are sent out to every parent/carer to update information. Parents of new children fill in a yellow form on admission.

Getting hold of the school's plan

Copies of school policies and plans are available on the website or from the School Office, in hard or electronic copy. Full consultation with teaching staff and governors takes place before draft documents are agreed.

The current Action Plan follows in Annex 1. This plan will be monitored and reviewed regularly by the governing body. The accessibility plan should be read in conjunction with the Equality Objective, the Equal Opportunities Policy, Anti-Bullying Policy and Special Needs Policy.

Accessibility Plan Annex 1 Accessibility/SEND Action Plan

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
<p>Access to Curriculum</p> <p>To introduce a consistent symbol system to support communication across the school</p>	<ul style="list-style-type: none"> ▪ In-house training in the use of Widget symbol system alongside on-going monitoring of consistency during class observations and learning walks. Sharing login with parents to support and provide continuity of use at home ▪ Provide external training opportunities to support communication needs. ▪ Creating resources ▪ Introduction across the school including assemblies and on the website. 	Ongoing	<p>Continue subscription to web based system £200</p> <p>Staff meeting/CPD time for training</p> <p>Materials for preparing timetables, signs flashcards etc</p> <p>Training £200</p>	SENCo Web Designer	Headteacher SEND Governing Body Champion
<p>Access to Curriculum and Premises</p> <p>Create effective learning environments for all including the development of sensory rooms and resources to support person centred approaches to learning.</p>	<ul style="list-style-type: none"> ▪ Use of environmental audits to evaluate current provision for pupils with high end needs and sensory difficulties ▪ Continue to build sensory resources and equip sensory spaces/rooms ▪ Ensure person centred approaches are in place and introduce one page profiles for pupils with SEND ▪ Revise IEP/individual target format ▪ Evaluate assessment tools and provision mapping in line with person centred approaches ▪ Participation in Herts Autism review and audit of provision 	Ongoing	<p>One page profile website</p> <p>Training opportunities</p> <p>Sensory equipment and personalised environmental resources/equipment £500</p> <p>Training £200</p> <p>Audit tools</p>	SENCo All staff	SENCo through lesson observations and sampling lesson planning Leadership Team and Governors

<p>Impact Analysis</p> <p>Ensure all policies consider the implications of Disability Access.</p>	<ul style="list-style-type: none"> ▪ Analyse impact of Behaviour Code, class charters, Anti-Bullying Policy, visit risk assessments, intimate care planning, health/care plans in relation to pupils with disabilities. Involve School Council in reviews. ▪ Revise policies and documents in line with changes and new developments 	<p>On-going - termly</p>	<p>Governing Body/Leadership Team and SENCo time to review policies.</p>	<p>Leadership Team and SENCo</p>	<p>Governors</p>
<p>Communication and Partnership</p> <p>Availability of information in alternative formats.</p>	<ul style="list-style-type: none"> ▪ Review information presented on the website adding new SEND logo and updating documents ▪ Develop the work of Goldfield's 'SEND Information Report Group' and monitor its impact upon the report and provision. ▪ Develop an easy access version of the Information Report ▪ Review accessibility of newsletters and letters for parents through a questionnaire. Are alternative formats such as large print and audio required? ▪ Develop the use of symbol software (e.g. Communicate in Print). 	<p>Ongoing (website review Spring 2019)</p>	<p>Allocate time groups to meet.</p> <p>Web development meetings between designer and Headteacher</p>	<p>Headteacher Web Designer School Business Officer</p>	<p>Headteachers SEND Governing Body Champion</p>