



**ANTON INFANT SCHOOL**

**Accessibility Policy and Plan**

**Reviewed by N Board**

**Agreed by Staff on July 2021**

**Agreed by Governors on July 2021**

**Date for Review: July 2024**

# **ACCESSIBILITY POLICY AND PLAN**

## **MISSION STATEMENT**

**'AT ANTON WE PROVIDE A SAFE, CARING COMMUNITY WHICH ENCOURAGES EVERYONE TO BECOME CONFIDENT, INDEPENDENT, LIFELONG LEARNERS'**

## **LEARNING TO LEARN**

## **KEY OBJECTIVES**

To remove or minimise any potential barriers to learning of the curriculum which puts disabled pupils and prospective pupils at a disadvantage, but allows them to learn, achieve and participate fully in the school community.

Plan to increase access for disabled students, staff, parents and carers, as far as is reasonably practical

## **INFORMATION**

The purpose of this policy is to show how Anton infant School intends, over time, to increase the accessibility of our school for disabled pupils. Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law means that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation. The Accessibility Plan is listed as a statutory document of the Department for Education's guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the Governing Body. The review process can be delegated to a committee of the Governing Body, an individual or the Head. Our plan extends to include consideration of the needs of our whole community, especially families and all stakeholders.

## **DEFINITION OF DISABILITY**

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

"DDA 1995."

## **PRINCIPLES**

The Accessibility Plan is structured to complement and support the school's aims, Equality and Diversity Policy and the Special Educational Needs and Disability Policy.

Anton 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

educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Anton Infant School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to

- Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as prepared for life as are the able-bodied pupils. This encompasses teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe and will take into account of views expressed by the students or parents/carers.

Whole school training will recognise the need to continue raising awareness of equality issues for staff and governors to comply fully with the Equality Act 2010.

- The school recognizes its duty under the Equality Act 2010 to protect its pupils and stakeholders against direct and indirect discrimination, harassment and victimization.
- The school recognizes its duty under the Equality Act 2010 to make reasonable adjustments for disabled people
- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage, but to make reasonable adjustments for all pupils to participate fully in school life.
- To publish an Accessibility Plan and encourage stakeholders input/comments.
- As well as a proactive approach, we recognise the need to be reactive to the specific needs of our children.
- In performing their duties, governors and staff will have regard to the Equalities Act 2010.
- To ensure the Governing Body is fully able to support the school, there is a named Governor responsible for the Accessibility Plan.
- The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs to individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum.
  - Setting suitable learning challenges
  - Responding to pupils' diverse learning needs
  - Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
  - We are committed to ensuring all children understand how a pupils' physical and mental development may affect their own and others learning and have a shared responsibility to support each other.

## **ACCESSIBILITY PLAN**

This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve the key objectives (above).

- **Education and related activities**

The school will continue to seek and follow advice of the LEA Services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trust.

- **Physical environment**

The school has in place a disabled toilet and parking spaces, there are no steps into the building and it's on one floor, lighting has been updated and there's a low emergency release button on the exit. The school will continue to take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

- **Provision of information**

The school has in place weekly newsletters, email, parental text service, website (which can be translated to other languages) letters home, leaflets, parents and information evenings. The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.

- **Publishing**

All stakeholders to be made aware, through the school's prospectus, of the availability of this policy in the school office and on the school's website.

## **LINKED POLICIES**

Strategic Plan

Health & Safety Policy

SEN Policy

Anti-Bullying Policy

Teaching for Learning Policy

Child Protection Policy

Equality Policy

## **APPENDIX 1**

Date of Plan: JULY 2021

Date of Review: July 2024

Member of staff responsible: Kelly Bird

Governor(s)/Committee(s) responsible: F McKernan

This plan was reviewed by N Board