

ACCESSIBILITY PLAN AND DISABILITY EQUALITY POLICY

Value Statement (who we are):

Coombe Hill Infants' School is an inclusive, community school with a strong tradition of mutual respect and tolerance within a nurturing family environment.
We provide an outstanding education for all children.

Vision Statement (what we strive for):

Our vision is to develop strong minds, bodies and spirit in preparation for life. We sow the seeds of curiosity, enthusiasm and resilience to ensure all children continue to delight in their lifelong love of learning.

Statutory: Updated Annually/ Approved 3 yearly

Reviewed: Autumn 2020

Next review: Autumn 2023

Updated: Autumn 2021

Governor Committee: Community, Children & Safeguarding
Committee

"Safeguarding is everyone's responsibility"

Coombe Hill Infants' School complies with the relevant legal duties as set out in the Equality Act 2010 and the Human Rights Act 1998; we promote equality of opportunity and take positive steps to prevent any form of discrimination, either direct or indirect, against those with protected characteristics in all aspects of our work.

Coombe Hill Infants' School and Coombe Connections Accessibility Plan and Disability Equality Scheme

It is our intention to remove, as far as we can, those barriers which make it hard for children and adults with a disability to take part in the day to day life of our school and benefit from the educational experiences and services we provide.

We aim to ensure that our school is a welcoming place that understands and responds effectively to children and adults with disabilities and we recognise the importance of a review and planning procedure associated with continuous development and improvement.

The main priorities in the school's plan

The Accessibility Plan should be read in conjunction with our SEND policy, SEND information plan, Health and safety policy, personal evacuation policy and School Development Plan. This plan outlines the proposals of the governing body of Coombe Hill Infants' School to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.

The plan will be resourced, implemented, reviewed and revised regularly in consultation with:

- The parents/carers of pupils
- The head teacher and other relevant members of staff
- Governors
- External partners

Rationale

The Disability Discrimination Act (DDA), as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils, parents/ carers, staff and visitors and to implement their plans. The duty is an anticipatory one and means that the school should be looking to identify and remove barriers to learning and increase access, set out in an action plan that will be updated annually to take into account the changing needs of the school and its children. It will be reviewed every 3 years.

This plan is for the period 2020- 2023.

Schools are required to produce written accessibility plans for their individual setting under the following headings:

- Access to the curriculum
- Access to the environment
- Access to information

According to the Equality Act 2010 a person has a disability if:

- He or she has a physical or mental impairment, and the impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.
- Physical and Mental - The definition of mental and physical impairments includes a wide range of conditions, including concealed impairments such as Specific Literacy Difficulties Dyslexia, Autism, Speech, Language and Communication Needs (SLCN) and Attention Deficit Hyperactivity Disorder (ADHD).

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND.

The test of whether impairment affects normal day-to-day activity is whether it affects one of the following:

- Mobility
- Manual dexterity
- Physical coordination
- Continence
- Ability to lift
- carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger.

The Equality Act 2010 sets out the legal obligations that schools, early years providers and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason arising in consequence of a child or young person's disability
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.
- This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage.
- Schools are allowed to treat disabled children / young people more favourably than non-disabled children / young people, and in some cases are required to do so, by making reasonable adjustments and making changes to practices to ensure, as far as is reasonably possible, that a disabled person can benefit from what the school's offer to the same extent that a person without that disability can i.e. to put them on a more level footing with children / young people without disabilities
- Public bodies, including further education institutions, local authorities, maintained schools, maintained nursery schools, academies and free schools are covered by the public sector equality duty and, when carrying out their functions, must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between

disabled and non-disabled children and young people. Public bodies also have specific duties under the public sector equality duty and must publish information to demonstrate their compliance with this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable.

Our Vision

We are committed to providing an environment that enables full curriculum access and that values and includes all pupils, staff, parents and visitors regardless of their education, 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.

We strive to remove barriers to the progress of disabled pupils. We aim to give all children full access to the curriculum at school and to enable them to participate fully in school life.

The school's policies of SEND, Bullying and PSHE promote equality and respect for all.

We will also consider the needs of pupils who are carers of disabled parents and the needs of disabled parents.

Aims and objectives

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the school curriculum.
- Improve the environment of the school to increase the extent to which pupils with disabilities can take advantage of education, benefits, facilities and associated services provided.
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils.
- Improve the availability of accessible information, which is readily available to other pupils, to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account the pupil's disabilities and the views of the child and their parents/carers. In the preparation of an accessibility strategy the LA must have regard to the need to allocate adequate resources in the implementation of the strategy.

The governing body also recognises its responsibilities towards employees with disabilities and will:

- Monitor recruitment procedures to ensure that persons with disabilities are provided with equal opportunities.
- Provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

Disability Access and Admission

The admission arrangements for a pupil with disabilities are as follows:-

- Extensive liaison would occur in order to take reasonable steps to ensure that the child is fully included and has access to all areas of the curriculum, unless it is judged unsafe, in the light of the Equality Act 2010. A joint placement might also be considered. "Reasonable steps" is understood primarily to refer to the policies,

- procedures and practices of the school.
- Consideration would be given to ensure that sufficient appropriate support is available to enable equal opportunities for all.
- Within the constraints imposed by the school site and existing buildings, the school will make any reasonable physical adjustments to school buildings or provide auxiliary aids and services in line with the Equality Act 2010.
- All staff will receive appropriate training, guidance and support to meet the school's duties to disabled pupils.

Other considerations:

- At Coombe Hill Infants' School staff work flexibly to organise classrooms to enable sufficient access as necessary, working within Health and Safety guidelines.
- Due to the sloping nature of the school site, at present the access ramp to the main playground area is too steep for a self-propelled powered wheelchair. The gradient of a main internal ramp has also been assessed as too steep to be used by a powered wheelchair safely. However during recent building works a new external ramp of the appropriate gradient has been installed that links the Lower Bay to the main hall.
- Through Assemblies and visitors, disability awareness is promoted in the curriculum.
- When arranging trips out, special attention is given to meeting the needs of a child with disabilities. These needs will be highlighted on the risk assessment for the trip.
- If a pupil is absent from school for extended periods, then liaison with parents and relevant personnel from the health authority will take place in order to maintain access to the curriculum that is as similar as possible to that being covered in school.
- Whole school training recognises the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.
- Special parking/dropping off/picking up arrangements can be made for parents of children with disabilities or parents who have disabilities in consultation with the Head teacher.
- Displays are backed on natural materials to improve access for visually impaired children or children with sensory needs.
- We have dedicated disabled toilets
- Additional teaching aids and equipment are available for instance; visual timetables, reading lays, sensory cushions, weighted cushions, sand timers, fiddle gadgets etc

Head Teacher: Janet Berry

Senco/Inclusion Manager: Jacqueline Heard

Governor with responsibility for SEN: Catherine Amulen

Policy Updated: October 2021

Next Review: October 2023

ACCESSIBILITY PLAN 2021/22

In line with local and government guidance regarding COVID-19, specific accessibility arrangements have been made for all children in regards to access to the curriculum, the environment and information. This will enable us to make school a safe space, minimising risks to Coronavirus infection.

Please also read this plan in conjunction with our whole school Covid risk assessment, our visitors risk assessment and online learning procedures. All of which can be found on our website.

A. Access to the curriculum

| <u>Target</u> | <u>Responsibility</u> | <u>Strategy</u> | <u>Resources</u> | <u>Timescale</u> | <u>Outcomes</u> |
|---|---|---|---|--|---|
| All children on the SEND Register to have a provision map – regularly updated/costed | Class teachers SENCO Head SLT Bursar | Update, analyse and cost, provision map on a regular half termly basis | Allocated time for SENCO (Inclusion Manager) Edukey provision mapping | PLP's reviewed termly by class teachers | Ensure provision map is kept up to date and forms a key part of the planning process for all pupils and their support plan. |
| To regularly review attainment and progress of all pupils with disabilities | Class teachers SENCO Head SLT Parents | Ensure PLP's are carefully constructed to ensure good progress and attainment for children with disabilities Liaise effectively with parents | Provision mapping - Edukey, SIMS data, regular tracking meetings with SLT | Termly by Class teachers and overseen by SENCO | High expectations for all. |
| Training for staff in identification and teaching of children with any additional needs: • Speech & Language and social communication needs • Behaviour support • Occupational Therapy • Visual or Hearing impairment • & any other SEND needs | SENCO Head SLT Local authority | Staff to attend relevant training and support; Support from appropriate external agencies; Outreach support from specialist provisions within Borough | Training Time. Funding for training/ funding for supply cover to enable staff to go to training/ discuss with professionals/ outreach support | Ongoing | Support staff/ teachers receive appropriate training and use this to improve their practice/ understanding of these conditions. |
| Training for all staff in line with any new initiatives & updates. | SENCO Head SLT Local authority | Training organised by SENCO (Inclusion Manager) as needed | Training Time/funding | Ongoing | All staff updated and familiar with any new requirements and how best to implement them. |
| Classrooms are | Class teachers | Areas set out for | School budget | Ongoing | Disabled pupils |

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| organised to promote participation & independence of all pupils | Head SENCO | children, visual timetables in every room, natural board backgrounds. | | | feel safe and are supported |
| Staff plan alternative ways of providing experience and understanding of parts of the curriculum. i.e. All children / young people are encouraged to take part in music, drama and physical activities. Alternative forms of exercise are given in PE and games for disabled children / young people. | Class teachers Head SENCO | Cross curricular and inclusive planning across all topics and subjects Lessons are responsive to diversity. Lessons allow children / young people to work individually, with a partner, in groups and the whole class. There is extensive peer support and collaborative learning in support of those with a learning disability. | PPA time for staff Training and support from SLT if needed | ongoing | To ensure inclusivity is upheld in the planning and teaching of lessons |
| Risk Assessments enable children with disabilities full access to activities/outings | Class teachers Head SENCO | Ongoing training in this area. Advice sought from external agencies if appropriate. Extra staff on trips if needed. | Time for staff to risk assess activities/outings. Budget allows for extra staff if needed | Ongoing | Children with disabilities access school trips/ special events safely and are fully included |
| When planning the deployment of additional adults, there is a consideration of pupils with disabilities | SENCO Head SLT | Ensure there are enough members of staff according to the needs of the current cohort | Apply for funding | Ongoing/ as needed | Children with disabilities benefit from high staffing ratios and smaller group activities in order to ensure their inclusion and raise attainment. |

B. Access to the environment

| <u>Target</u> | <u>Responsibility</u> | <u>Strategy</u> | <u>Resources</u> | <u>Time scale</u> | <u>Outcomes</u> |
|--|--------------------------------|--|---|--|---|
| Physical Environment of school is improved to increase access for disabled members of | Head SLT SENCO Site team | Improve access to classrooms in the older part of the school from outside. | School budget/ Local authority funding | Long Term: In response to need. As part of any building project. | Enable access to all classroom from outside for children in self propelled wheelchair |
| | Head SLT | Improve/ update disabled toilet to | School budget | Long Term: In response to need. | School to have purpose built |

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| the school community | SENCO Site team | provide a purpose built changing area | | As part of any building project. | changing area |
| | Head SLT SENCO Site team | Improve access to adventure playground for children with disability (at present not fully accessible for children in self propelled wheelchair) & maintain non-slip surface | School Budget | Long Term: In response to need. As part of any building project. | Adventure playground to be fully accessible for those in a self-propelled wheelchair. Monitor and maintain mulch surface |
| | Head SLT SENCO All staff Site team | Corridors and routes, esp fire exits are clear of obstacles | All staff vigilant | On-going | Clear access - safer surroundings lead to fewer accidents |
| | Head SLT SENCO All staff Site team | Resources in Log Cabin/school garden/outside play areas improved to benefit and include disabled | School budget/ School's Access initiatives | Ongoing as needed | Disabled pupils have good access to resources to promote inclusion at playtimes and in outdoor areas |
| | Head SLT SENCO All staff Site team | Any modifications and improvements to school buildings to take into account the needs of disabled children | Local Authority Funding/ School budget | Long Term: In response to need. As part of any building project. | School buildings and school sites to be made more accessible for disabled pupils & members of the school community. |

C. Access to information

| <u>Target</u> | <u>Responsibility</u> | <u>Strategy</u> | <u>Resources</u> | <u>Timescale</u> | <u>Outcomes</u> |
|---|---|--|--|-------------------------|--|
| School to find more efficient ways to communicate with children and parents, when not at school | Head SENCO Office staff IT technicians Bursar | Weekly emails to parents Tapestry in reception and year 1 Google classroom for year 2 Google chrome books for staff and children Google questionnaires/ feedback surveys | Google Chrome books | Ongoing as needed | All children and parents will have access to the information they need in order to access home learning if needed. |
| Make school prospectus, newsletters etc available in alternative formats | Head SENCO Office staff | Review and promote availability as required | Photocopier Printer Enlarge text if needed Different coloured paper | Ongoing as needed | Improved delivery of information |
| Improve access | SENCO | Review and seek | Time allocated. | Ongoing as | Website to be |

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| to website for children and parents with a disability | Head SLT Head of IT | advice from experts in this field. Consult with parents & children with a disability | | needed | accessible to all. |
| To get specially adapted headphones/computer keyboards or any other aid as required to meet the needs of any pupil with a disability. | SENCO Head SLT Head of IT | Review needs of any pupil with a disability. Get professional advice Make all computers touchscreen | School budget | Ongoing as needed | All pupils with a disability will have access to any aids needed to help them to access their learning. |