



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

Lead Responsibility: Janet Berry

Reviewed: September 2017

Reviewed by: Janet Berry/Maureen Shepherd

Next review Date: September 2020

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 prevent any form of discrimination, either direct or indirect, against those with protected characteristics in all aspects of our work.

Coombe Hill Infants' School Accessibility Plan and Disability Equality Scheme

3-year period covered by the plan: September 2017 - 2020

Introduction

This Accessibility Plan and Disability Equality Scheme are compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010 and the SEND Code of Practice 2014. It has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. This Accessibility Plan and Disability Equality Scheme will be published on the school website.

School Governors are accountable through the Health and Safety/Premises Committee for ensuring the implementation, review and reporting on progress of the Accessibility Plan and Disability Equality Scheme. It will be updated annually by the SENCO and the Head teacher and it will be reported upon annually in respect of progress and outcomes. This will provide a projected plan for the three year period 2017-2020.

This Accessibility Plan and Disability Equality Scheme sets out the proposals of the Governing Body of Coombe Hill Infants' School to increase access to education for disabled pupils by:

- Increasing the extent to which disabled pupils can participate in the school curriculum.
- Improving the environment of the school to enable disabled pupils to be fully included in education and associated services.
- Making sure that written information is delivered to disabled pupils in alternative ways, in line with their disability, should they require this.
- Attached is a set of action plans showing how the school will address the priorities identified in the Equality Scheme.

The purpose and direction of Coombe Hill Infants' School Equality Scheme

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 on SEND, Bullying and PHSE promote equality and respect for all regardless of gender, race, colour, creed or impairment. The school will not tolerate harassment of disabled people with any form of impairment. We will also consider the needs of pupils who are carers of disabled parents and the needs of disabled parents.

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 action 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.

The main priorities in the school’s Accessibility Plan

The Accessibility Plan should be read in conjunction with the School Development Plan and 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.

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 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 parents/carers and pupil. 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.

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

The plan is reviewed annually to take into account the changing needs of the school and its pupils and when the school has undergone a refurbishment

Head Teacher: Janet Berry

Senco/Inclusion Manager: Jackie Heard

Governor with responsibility for SEN:

Policy Updated: October 2017

Next Review: September 2020

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ACCESSIBILITY PLAN 2017/2020

A. Increasing access to the curriculum for pupils with a disability

Target	Strategy	Resources	Timeframe & Outcomes	
All children on SEND Register to have a provision map – regularly updated/costed	Update and analyse and cost provision map regularly	Allocated time for INCLO/ Bursar	Ongoing	Provision map up to date and forms a key part of the planning process for all pupils
Training for staff in identification and teaching of children with any additional needs: <ul style="list-style-type: none"> • Speech & Language and social communication needs • Behaviour support • Occupational Therapy • Visual or Hearing impairment • & any other SEND needs 	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 SEND code of practice	Training organised by INCLO as needed	Training Time/funding	Ongoing	All staff updated and familiar with any new requirements and how best to implement them.
Classrooms are organised to promote participation & independence of all pupils	Initiatives such as Visual timetables/ Listening Lennie across the school	Planning time/ staff meetings. Monitored by INCLO. Training as needed	Ongoing	Visual timetables /Listening Lennie And other inclusive practices will be present throughout the school
Disabled pupils supported at lunchtimes	Extra support at lunchtimes as required	School budget	Ongoing	Disabled pupils feel safe and are supported

Risk Assessments enable children with disabilities full access to activities/outings	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
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B. Improving the physical environment of the school to increase Accessibility

Target	Action	Resources	Time scale	Outcomes
Physical Environment of school is improved to increase access for disabled members of the school community	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 selfpropelled wheelchair.
	Improve/ update disabled toilet to provide a purposebuilt changing area	School budget	Long Term: In response to need. As part of any building project.	School to have purpose built changing area
	Improve access to adventure playground for children with disability (at present not fully accessible for children in selfpropelled 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
	Corridors and routes, esp fire exits are clear of obstacles	All staff vigilant	On-going	Clear access - safer surroundings lead to fewer accidents
	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

	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 site to be made more accessible for disabled pupils & members of the school community.
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C. Improving the delivery of written information to disabled pupils, parents, staff

Targets	Action	Resources	Timescale	Outcomes
School to inform itself if necessary of services available - School to send information electronically to parents	Consult with other schools for advice on good practice. Consult with relevant experts.	Allocated time - Improved electronic resources	Ongoing as needed	School staff well informed to be able to meet needs of all pupils in any format
Make available school prospectus, newsletters etc in alternative formats	Review and promote availability as required	Ongoing	Ongoing as needed	Improved delivery of information
Improve access to website for children and parents with a disability	Review and seek advice from experts in this field. Consult with parents & children with a disability.	Time allocated. Ongoing.	Ongoing as needed	Website to be 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.	Review needs of any pupil with a disability. Get professional advice	School budget	As needed	All pupils with a disability to have access to any aids needed to help them to access their learning.