

Accessibility Plan 2019-2020



At Beddington Infants' School our 7 Gifts reflect our commitment to a school where there are high expectations of everyone. Through our holistic approach, children are provided with high quality learning opportunities so that each child is the best that they can be. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

Purpose of Plan

This plan shows how Beddington Infants' School intends, over time, to increase the accessibility of our school for children with disabilities, staff, parents/carers and visitors.

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

- Enabling access for children with disabilities 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)
- Enabling access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)
- Enabling the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to children and parents with disabilities)

Contextual Information

Beddington Infants' School was officially opened in April 1974. It replaced the demolished former school which dated back to 1843. The school is spread over a single storey with wheelchair access throughout. The front entrance is ramped and there are 3 wide access toilets available.

Current Range of known disabilities

The school has children with a range of disabilities including moderate and specific learning disabilities.

Enabling access for disabled pupils to the school curriculum.

We consistently look at the effectiveness of our provision; we reflect and reassess our provision to ensure we are effectively supporting all learners to be the best they can be. 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, if appropriate, are permitted to attend after school clubs and educational visits.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access AHT to work with teachers as needed	On-going and as required	Senior Leadership Team	Raised staff confidence in strategies for differentiation and increased pupil participation
As new staff join, ensure staff have specific training to meet needs of individuals	Be aware of staff training needs Staff access appropriate CPD	As required	Assistant Head	Staff are meeting the needs of all children.

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 schools Improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of pupils with a disability, staff, governors, parent/carers and visitors	To create access plans for individual pupils with a disability as part of the SSP process when required	As required	Assistant Head teacher	SSPs in place for pupils with a disability and all staff aware of pupils needs
	Be aware of staff, governors and parents access needs and meet as appropriate	Induction and on-going if required	Headteacher	All staff, governors and families feel confident their needs are met
	Consider access needs during recruitment process	Recruitment process	Headteacher	Access issues do not influence recruitment and retention issues

Target	Strategies	Time-scale	Responsibility	Success criteria
Ensure all pupils with a disability can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Review Personal Emergency Evacuation Plan (PEEP) each September and make all staff aware of their responsibilities	As required First week of each term	Assistant Head Assistant Head	All pupils with a disability and staff working alongside are safe in the event of a fire
Ensure access to IT equipment	Alternative equipment in place to ensure access to all hardware as required	On-going and as required Software may be required As required	Assistant Head	Hardware and software available to meet the needs of children as appropriate
Ensure hearing equipment in classrooms to support hearing impaired as required	Seek support from LA on the appropriate equipment	Ongoing as required	Assistant Head	All children have access to the equipment
All fire escape routes are suitable for all	Make sure all areas of school have wheelchair access	On-going and as required and as appropriate	LA	All pupils with a disability, staff, pupils and visitors able to have safe independent egress

Improving the delivery of written information to pupils with a disability

In planning to make written information available to children with disabilities, 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.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible, as required.	School office will support and help parents to access information and complete school forms	On-going as required	School Office	All parents receive information in a form that they can access
	Ensure website and all documents accessible via the school website can be accessed by the visually impaired.	Current	SLT/ Creative Schools (Website Hosting Company)	All parents understand what are the headlines of the school information
Continue to offer information in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	The individual is informed.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Provide information in alternative forms for those who require it.	Access to sign language to be considered and offered if required.	As required	Assistant Head	Pupils and/or parents feel supported and included
Provide information in simple language and large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Review website to ensure website is fully compliant with requirement for access by person with visual impairment.	Termly	SLT	All can access information about the school

Reviewed March 2020

Due for renewal March 2022