



# Elmwood Infant School & Nursery

## Accessibility Plan

**Article 23**-A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community

**Date of Plan:** February 2017

**Date of review :** Autumn 2020

At Elmwood Infant and Nursery School our values reflect our commitment to a school where there are high expectations for everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. 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. We are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

The Equality Act 2010 requires all schools to have an accessibility plan.

The aims of our plan are to:

- Increase the extent to which disabled pupils can participate in the schools' curriculum
- Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to be included in all areas of school life
- Improve the delivery of information to disabled pupils, parents and carers.

The 2010 Equality Act defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.'

The Accessibility Plan is structured to complement and support the school's Equality Objectives and should be read in conjunction with the following school policies, strategies and documents:

School Improvement Plan, The Equalities Policy, The SEND policy, Curriculum policies, Health and Safety policy.

## Accessibility audit 2016, monitoring activities and learning walk showed current good practice:

### **Increase the extent to which disabled pupils can participate in the schools' curriculum**

- Teaching is differentiated to allow all children to access learning
- Interventions are planned and progress of children within them tracked
- Classrooms are organised to promote the participation and independence of all pupils
- SEN support plans are in place for children identified with SEN to provide an individual learning plan
- British Sign Language after school club is available
- The school works in collaboration with them to ensure children can access learning and make good progress. For example; the Visual Impairment (VI) team, Occupational Therapy, Hearing impaired team (HI), SALT, EP, BST, the school nursing team

### **Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to be included in all areas of school life**

- Corridors are kept clear from obstructions to prevent trip hazards
- Lap top trolleys to be kept in the workroom.
- Deliveries to be stored in the main entrance area.
- Radiators and protruding features are marked by yellow tape.
- Door handles and push plates are highly visible.
- Lights are checked regularly to ensure good working order.
- PE equipment in the hall and the piano are kept around the perimeter to prevent them becoming a trip hazard.
- Classrooms are well lit and blinds are maintained to allow good lighting and reduce glare.
- Rooms are kept free from floor clutter to prevent trip hazards
- Electrical wires are stored safely

### **Improve the delivery of information to disabled pupils, parents and carers**

- The VI service is working weekly with 2 children with VI and will teach them to read and write in Braille. A TA who supports one of the boys is also learning braille
- New parents booklets are translated into a range of languages including our 3 main community languages
- Languages other than English are visible in school eg; many signs and labels have been translated into other languages
- Our website is up to date with all information available to parents\ carers.

| Aim  | Further actions needed   | Person responsible   | Time Frame  | Success criteria   |
|--|--|--|---|--|
| Increase access to the curriculum for pupils with a disability | <p>2 Braille machines to be purchased and a zychem machine</p> <p>Staff training in supporting pupils with SEND is regularly planned with a focus on key areas of need within the school; SLCN, ASD, VI, medical needs</p> <p>Referrals to outside agencies are made when necessary</p> <p>Reasonable adjustments will be made to provide specialist equipment to promote participation in learning by all pupils when necessary eg; headphones, writing slopes, pencil grips, orthopaedic cushions, tactile materials</p> <p>Reasonable adjustments will be made for children with disabilities to access school outings and after school clubs as required.</p>  | <p>HW</p> <p>HW</p> <p>HW</p> <p>HW, class teachers,</p> <p>Crystal Palace sports/ PE co-ordinator</p> <p>YGL's / class teachers</p> | <p>Spring 2 2017</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>  | <p>Children with disabilities are able to access the curriculum and make good progress from their starting points.</p> <p>All school activities are accessible to disabled pupils.</p> <p>Children with disabilities have access to specialist resources and equipment when necessary and reasonable</p> |
| Improve and maintain access to the physical environment.       | <p>New boxes are in place under pegs to keep coats, hats, scarves etc tidy.</p> <p>Main entrance threshold should be highlighted with yellow tape</p> <p>Raised areas in the playgrounds/ outdoor areas to be highlighted with yellow paint</p> <p>The majority of posts are padded. Some still require padding.</p> <p>Adventure playground equipment should have edges highlighted with tape or non-slip yellow paint.</p> <p>All handrails thresholds, and steps within the school grounds should be highlighted in yellow non-slip paint.</p> <p>Disabled bay needed outside school</p> <p>Textured pavement to identify where car park entrance starts/ends</p> <p>External gates need to be placed on self opening hinges</p> <p>Fire exit from library and hall</p> | <p>IB</p> <p>IB</p> <p>IB</p> <p>IB</p> <p>IB</p> <p>Xref school travel plan</p> <p>ZH/IB</p> <p>ZH/IB</p>                           | <p>Summer '17</p> <p>By end Spring '18</p> <p>Aut '17</p> <p>Sept '19</p> <p>Sept '19</p> | <p>Children and adults with disabilities are able to access the school's environment safely.</p> <p>Children and adults with disabilities feel welcome and confident to move around the school safely</p>  |

| Aim   | Further actions needed   | Person responsible   | Time Frame                                   | Success criteria  |
|---|--|--|--|---|
| <p>Improve the delivery of written information to pupils parents/carers</p> | <p>Ensure Messages are sent home via text for hearing impaired parents</p> <p>Availability of written material in alternative formats when specifically requested / needed</p> <p>Access to translators will be offered if necessary</p> | <p>Office Staff</p> <p>Office staff</p> <p>ZH/HW/<br/>office staff</p> | <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> | <p>Children with disabilities will be able access written information</p> <p>Children with VI will learn to access written information in Braille</p> <p>Parents/carers will be able to access school information</p> |