



---

## Accessibility Policy

<b>Date last reviewed:</b>	Summer 2020
<b>Frequency of review:</b>	3 Years
<b>Date next review due:</b>	Autumn 2023
<b>Version:</b>	2.0

---

### Introduction

Doddinghurst Infant School wants all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

### Purpose of plan

This plan shows how Doddinghurst Infant School intends, over time, to increase the accessibility of our school for disabled pupils, 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

- Increasing access for disabled pupils 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).
- Improving access to the physical environment of school (this includes improvements to the physical environment of the school and physical aids to access education).
- Improving 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 disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe).

### Contextual information

Doddinghurst Infant School enjoys a rural position close to the centre of Doddinghurst Village. It opened in January 1970 and since then the buildings have been extended and improved. We are currently looking into a programme of remodeling the grounds, including redesigning our pond area. The school is on one level and has a disabled toilet and shower room.

At present we have no wheelchair dependent pupils, parents or members of staff.

### Current range of known disabilities

The school has children with a range of disabilities which include moderate, physical and specific learning disabilities.

Wise Owl says 'Laugh, Listen, Learn'

### Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. 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 have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits with the appropriate support required.

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  Assign CPD for differentiation and recording methods	On-going and as required	Head teacher	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff/MDAs have specific training on disability issues	Be aware of staff training needs  Staff access appropriate CPD	As required	SENCO	Raised confidence of support/MDA staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required  Information sharing with all agencies involved with child	As required	SENCO	All staff aware of individuals needs when planning activities and lesson.
Use ICT software to support learning	Make sure software installed where needed	As required	Class teachers/SENCO	Wider use of SEND resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible  Ensure each new venue is vetted for appropriateness and risk assessments are in place prior to the school visit and approved by HT.	As required	Class teachers	All pupils in school able to access all educational visits and take part in a range of activities
Review PE curriculum to ensure PE accessible to all	Gather information on accessible PE and disability sports	As required	PE Coordinator	All to have access to PE and be able to excel

Wise Owl says 'Laugh, Listen, Learn'

### 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 disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the One Plan process when required	As required	SENCO	EHCP's in place for disabled pupils 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	Head teacher	All staff and governors feel confident their needs are met
	Through questions and discussions find out the access needs of parents/carers through newsletter	Annually	Head teacher	Parents have full access to all school activities
	Consider access needs during recruitment process	Recruitment process	Head teacher	Access issues do not influence recruitment and retention issues
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign.	As required	Head/ Governors/ Site manager/ School Surveyor	Re-designed buildings are usable by all
Ensure all disabled pupils can be safely evacuated	Hold regular practice evacuations. Put in place Personal Emergency Evacuation Plans (PEEP) for all pupils with difficulties (where appropriate). Ensure all staff are aware of their roles and responsibilities.	As required	SENCO	All disabled pupils and staff working alongside are safe in the event of a fire.

Wise Owl says 'Laugh, Listen, Learn'

All fire escape routes are suitable for all	Make sure all areas of school can have wheelchair access	On-going and as required and as appropriate	Site Manager Head teacher Fire Marshall (Mrs Cunningham)	All disabled staff, pupils and visitors able to have safe independent exits
---	--	---	---	---

### Improving 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 disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils 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. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Time- scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English	During induction	Office	All parents receive information in a form that they can access
	School office will support and help parents to access information and complete school forms	On-going	School Office	All parents understand what the headlines of the school information are
	Ensure website and all documents accessible via the school website can be accessed by the visually impaired.	Current	Office/ Website assistant	
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	Office	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on accessible information	On-going	SENCO	Staff produce their own information
Annual review information to be as accessible as possible	Continue to use the child friendly One Planning process	On-going	SENCO	Staff more aware of pupils preferred method of communications

Wise Owl says 'Laugh, Listen, Learn'

Targets	Strategies	Time- scale	Responsibility	Success Criteria
Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language	<p>Access to translators, sign language interpreters to be considered and offered if possible</p> <p>Ensure the school website has a translation button</p>	As required	<p>SENCO</p> <p>Website assistant</p>	<p>Pupils and/or parents feel supported and included</p> <p>Each page on the Website has a translator button</p>
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment.	As required	Website assistant	<p>All can access information about the school</p> <p>Those accessing the website are signposted to make contact with the school</p>