

Accessibility plan

Court Lane Infant Academy



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1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Court Lane Infant Academy aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Please see the Inclusion Policy and SEND Report for further information.

We are committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote a culture of mutual respect, care and non-judgmental attitude throughout the school.

Our vision is that all children are at the heart of what we do and we believe in Every child, Every chance, Every day.

We empower people to be lifelong learners, equipping children with knowledge, skills and attitudes in order to aspire, adapt and achieve in an ever changing world. We embrace people's energy and enthusiasm, encouraging creativity of thought, nurturing curiosity, respect, responsibility and independence.

Our core values are Believe, Inspire and Achieve.

Believe whereby we cultivate a growth mindset, with positive attitudes and development of every pupil's learning behaviours, to support children to have confidence to try and then succeed in small steps for each learning journey. Our partnership with parents is essential and valued when encouraging young children to attain high standards of effort, achievement and behaviour. United we can achieve so much more to help children feel proud of success, support their next steps and celebrate their individuality.

INSPIRE whereby we want children to enjoy and achieve now so they feel good about themselves and have a thirst for learning more. In order to do this we have to find out what they can already do, how they learn best, what interests children and how we can engage their curiosity, light their imaginations and deepen the learning. Community, LA and University links help us to network widely to do this.

ACHIEVE whereby we have high expectations and ambitions that we strive hard to achieve for every individual, improving high standards and maintaining a positive reputation within the community.

To further support this **our inclusion policy aims** state that:

- All children need to enjoy and engage in learning opportunities in order for them to develop self-confidence and independence and to become lifelong learners who love learning.
- All teachers are teachers of pupils with Special Educational Needs and/or Disabilities (SEND). As such, staff provide quality first teaching and Ordinarily Available Provision which takes account of the particular individual needs of pupils with SEND within the classroom.
- All children should be provided with equal opportunities in an inclusive environment where everyone can feel valued, respected and safe.
- All children should be entitled to a high quality broad, balanced and relevant curriculum which is differentiated to meet their individual needs.

- At Court Lane Infant Academy we believe that effective planning, communication and assessment of individual pupils needs is essential for all pupils, and particularly in developing early interventions for pupils with SEND. This ensures they can meet their full potential. This will be secured in partnership with parents/carers, class teachers, the children themselves and support from external agencies as appropriate. Indeed, success is expected, achieved and celebrated for all at Court Lane Infant Academy.

The accessibility plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. We work closely with the University of Chichester Academy Trust, Portsmouth City Council and other appropriate agencies to support all stakeholders.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including staff and Governors.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

Accessibility - Equal opportunities and inclusion at Court Lane Infant Academy

The school site is on one level with wide corridors with the exception of one staff area. The school accommodates 360 pupils between the ages of 4 – 7. The school office has a low reception desk, this being accessible to wheelchair users. In addition, there are 2 ambulant toilets, one with ceiling hoist and motorised changing bed. There is also a physiotherapy room and facilities for small group/individual teaching. There is an Emotional Literacy Support Assistant who provides further additional emotional support for individuals and small groups across the school.

Children with SEND will be admitted to the school in line with the school's agreed admissions policy.

The current Range of Needs within Court Lane Infant Academy

The school has children with a range of needs including physical needs, moderate and severe learning difficulties, children with communication and interaction difficulties and those with neuro diverse needs. Additionally we have children and/ or staff with medical needs including asthma and anaphylactic reactions.

Asthma inhalers are kept in classrooms and a record of use is maintained. Epipens for pupils are stored in the First Aid room with a red card system in place. Staff members with Epipens keep these in their own classrooms and key staff are aware.

Other medical procedures are risk assessed and all measures are in place as agreed with the Health Service including Health Care Plans signed off by the Headteacher, Health and Parents/ Carers.

We have competent First Aiders including Pediatric First Aiders on site at all times. All medication is stored centrally in a secure place. Only prescription medications are administered in school and only when consent has been given by the parent/carer and the required form completed. A record is made of all administered medicines.

3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010 and the three areas required by the planning duties in the DDA(Disability Discrimination Act 1995.

- a) Increasing the extent to which pupils can participate in the school curriculum.
- b) Improving the environment of the school to increase the extent to which pupils can take advantage of education and associated services
- c) Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increasing the extent to which pupils with additional needs can participate in the school curriculum.	<p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum progress is tracked for all pupils, including those with additional needs.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs utilizing information from EHCP plans and professional reports.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>The curriculum is adapted to meet the needs of all children</p>	<p>To ensure that curriculum planning and resources make provision for all pupils so lessons address a variety of styles and are differentiated appropriately.</p>	<p>Differentiation, adaptation and personalisation in all areas of the curriculum.</p> <p>SENCo to monitor and work closely with outside agencies: EP /NHS/SALT/VI/ OT ensuring appropriate practice and resources.</p> <p>SEND Support Plans are written and reviewed termly and shared with parents and carers</p> <p>Progress is reviewed as part of pupil progress meetings with teachers, year leaders and SLT including the SENCo</p>	SENCo and classteachers	Ongoing	Staff are able to work with outside agencies in ensuring appropriate resources are used for individuals enabling all pupils to access the curriculum.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
	utilizing knowledge from external agencies as required.	To ensure training is provided to all staff to effectively personalize the curriculum for pupils individual needs.	Audit need and current previous, plan and organize training	SENCo	Annually	Positive feedback and impact within class evident. All staff able to meet needs of pupils.
		Review school visits to ensure participation of all pupils.	Risk assessments undertaken prior to visit. Accessibility assessed and planned for	Class teachers and SLT	Ongoing	All pupils to experience school visits.
		Liaise with pre-school providers to review intake annually.	Identify pupils who may need additional or different provision from the rest of the cohort.	Headteacher, EYFS leader, SENCo.	May – July annually	Procedures, equipment, resources, support in place to meet needs.
		To establish close liaison and communication with parents of pupils with SEND.	Develop relationships and channels of communication.	SENCo and class teachers.	Ongoing	Positive feedback from staff.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improving the environment of the school to increase the extent to which pupils can take advantage of education and associated services	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> Corridor width enabling children with wheelchairs to access all areas of the school. Ambulant toilets and changing facilities Library shelves at wheelchair-accessible height PEEPS for all pupils when appropriate. Flat site with no stairs for pupils 	To ensure where possible there is access to all areas of the school including outdoor play areas/opportunities.	<p>Identify pupils who need access to areas of the school and how /if this is achievable.</p> <p>Seek advice form external agencies to ensure best access for children with need including VI ad HI service.</p>	SENCo site manager and school business manager.	Ongoing	<p>Vast majority of site accessible to all pupils.</p> <p>Visually impaired and hearing impaired pupils able to actively and safely access the environment.</p>
		Improve parking for parents/carers of pupils with a disability for ease of drop off and collection.	Review existing car parking areas and re allocate as required.	Site manager, Headteacher, School business manager.	Summer 2023	Designated area in car park accessible for parents who require this provision.
		To ensure any new buildings works completed reflect the needs of disabled pupils as identified in the Access audit June 2018.	All future buildings works adaptations to consider access requirements for pupils.	Site manager, Headteacher, School business manager.	Ongoing	Current requirements met

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
		Provide for pupils with social communication needs.	Review availability of calm spaces and breakout areas that are suitable and equip to meet pupils needs.	SENCo Deputy Headteacher and class teachers.	Ongoing	Pupils with social communication needs have appropriate spaces and resources to enable inclusive practice.
Improving the delivery to pupils with additional needs of information, which is provided in writing for pupils who are not disabled.	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage – pictorial • Self-adhesive labels on glass panels. • Large print resources adapted for pupil need. • Amplifier on one school phone • Pictorial or symbolic representations • Makaton and PECS trained staff 	To ensure enlarged text materials available for pupils with visual impairment.	Audit of library and class reader materials seeking advice from SLS and VI service to ensure provision meets needs of the child.	SENCo, Librarian and Reading subject leader.	Ongoing	Specific needs of VI pupils met and appropriate reading materials provided.
		To review documentation with a view to ensure accessibility for all.	Ensure that all communication is accessible having sought specific parental and pupils needs.	Administrative officer and SLT	Ongoing.	All stakeholders can access all communication sent from and available in school.
		To review quality of sound for hearing impaired pupils as required.	Review specific needs of HI pupils, parents and staff ensuring they can hear all audible signals and teaching used in school.	Headteacher, SENCo and site manager.	Ongoing	PEEPs in place and reviewed regularly.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
		To review access of hearing impaired pupils to IT equipment using headphones	Liaise with hearing impairment service to consider specialist equipment.	Deputy Headteacher and SENCo.	Ongoing	Specific needs of hearing impaired children are met when using IT devices in school.
		To ensure the needs of all pupils have been considered	<p>SENCo to update staff as appropriate with regards to any pupil who requires specific resources.</p> <p>Liaise with relevant outside agencies to ensure recommendations have been implemented. These may include advice from:</p> <ul style="list-style-type: none"> - Educational Psychologist - MABS - Physiotherapy - Occupational Therapy - Speech & Language Therapy - Vision & Hearing Team - CAMHS & MHST 	SENCo Site Manager Class Teachers	Ongoing	Pupils, staff and visitors will be able to access information as relevant.

4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by the Headteacher and the governing body.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Inclusion Policy
- Supporting pupils with medical conditions policy