# Accessibility Policy and Plan 2025

## Introduction

This policy is drawn up in accordance with the Equality Act 2010, the planning duty in the Disability Discrimination Act 1995, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by the DfES in July 2002.

## Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):
"A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities."

## Key Objective

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, and prospective pupils, with a disability.

## Principles

Compliance with the DDA is consistent with the school's aims and single equalities policy, and the operation of the school's SEND policy;

- The school recognises its duty under the DDA (as amended by the SENDA):
- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services.
- Not to treat disabled pupils less favourably.
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage.
- To publish an Accessibility Plan. (See Below)
- In performing their duties, governors and staff will have regard to the Disability Rights Commission (DRC) Code of Practice (2002);
- The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality;

## Activity

This section outlines the main activities which the school undertakes, and is planning to undertake, to achieve the key objective outlined above.

## Education & related activities

The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum 2014 framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school will continue to seek and follow the advice of LEA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS trusts.

The school's SENCO, in conjunction with class teachers, has the day-to-day responsibility for monitoring the progress and attainment of pupils with disabilities, and ensuring that reasonable adjustments are made to enable them to access the curriculum, and wider school activities. This may include the deployment of teaching assistants as appropriate to facilitate participation.

Staff will be provided with appropriate training to enable them to devise a curriculum which seeks to remove potential barriers to learning and addresses the needs of all pupils. The curriculum will also include opportunities to raise awareness of disability in order to promote understanding.

**Physical environment**

The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.

**Provision of information**

• The school will make itself aware of local services, including those provided through the LEA, for providing information in alternative formats when required or requested.
• Newsletters to parents are available electronically, in which the font and size of print can be altered to suit and on the website in PDF format which can be read by text readers.
• Most information is available electronically and can be converted to other appropriate formats.
• The calendar of dates is available in a visual format on the school website.
• Visual timetables are displayed in classrooms.

**Appendix A – Definitions of Disability**

A person has a disability if he or she has a physical or mental impairment that is:
• substantial
• long term and
• has an adverse effect on his or her ability to carry out normal everyday activities The definition is broad and includes a wide range of impairments, including learning disabilities, dyslexia, diabetes or epilepsy where the effect of the impairment on the person's ability to carry out normal day to day activities is adverse, substantial and long term.

The definition can include a wide range of impairments such as:
• dyslexia
• autism
• speech and language impairments
• ADHD An impairment does not in itself mean a person is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered.

Activities such as:
• mobility
• manual dexterity
• physical co-ordination
• continence
• ability to lift, carry or otherwise move everyday objects
• speech, hearing and eyesight
• memory or ability to concentrate, learn or understand
• perception of risk of physical danger

Some people are automatically covered by the definition: those with cancer, multiple sclerosis, HIV infection or a severe disfigurement.

Details of disability can be collected in the following ways:

- Pupils – from SEN register, medical record sheets and entry data sheets (SIMS)
- Parents/carers – from disclosure to the school or from data entry sheets.
- Staff – disclosure to the Headteacher in confidence.

## The Policy in Practice: Old Basing Infant School Accessibility Plan

### Introduction

The Accessibility Plan is structured to compliment and support the school's Equality Objectives and this document should be read alongside the school ***Equalities Plan***.

### The Equality Act 2010

The Equality Act 2010 sets out the legal obligations that schools, Early Years providers, Post-16 Institutions and Local Authorities have towards disabled children and young people;

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must make reasonable adjustments including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. The duty is anticipatory – it requires thought to be given in advance to what disabled children and young people may require and what adjustments might need to be made to prevent that disadvantage
- Public bodies, including FE institutions, LA Maintained schools, Maintained Nursery Schools, Academies and Free Schools are covered by the public sector equality duty and when carrying out their functions must have regard to the need to eliminate discrimination, promote equality of opportunity and foster good relations between disabled, non-disabled children and young people. They must publish information to demonstrate their compliance of this general duty and must prepare and publish objectives to achieve the core aims of the general duty. Objectives must be specific and measurable. (SEND Code of Practice 2014)
- The duties cover discrimination in the provision of services and the provision of education, including admissions and exclusions. (SEND code of practice 2014)

### The Accessibility Plan

The Accessibility Plan is listed as a statutory document in the Department of Education's guidance on statutory policies for schools. The plan must be reviewed every three years and approved by the Governing Body. The review can be delegated to a committee of the Governing Body, an individual or the Headteacher. At Old Basing Infant School the plan will form part of the Health and Safety Policy and will be monitored by the Headteacher and the relevant Governors' committee.

### Current Good Practice

We gather any information about any disability or health condition in early communications with the parents and carers of children that are new to the school. For parents and carers of children who are already at the school, we ask parents to keep us informed of any changes to the information that they have provided.
Through planning for individual need, we aim to produce as inclusive an approach as is practically possible. All reasonable adjustments are made to support full involvement and access to the curriculum and we seek advice and support from relevant professionals when necessary, to ensure that we have made adequate and reasonable adjustments. The plan below sets out our provision and ongoing actions.

**Action Plan**

| Targets | Strategies | Timescale | Responsibilities | Success Criteria |
|---|---|---|---|---|
| To increase the extent to which disabled pupils can participate in the school curriculum | All classrooms use a visual timetable to support learners. Each classroom has a designated 'quiet area' which can be adapted and used as necessary to support individual needs. | Ongoing | SENCO | Specific needs are met as necessary |
| To improve the physical environment of the school | The school will take into account the needs of pupils, staff and visitors with physical disabilities when planning and undertaking future improvements and refurbishments to the site and premises. | Ongoing | Headteacher and FGB | Specific needs are met where possible. |
| To ensure that the medical needs of all pupils and staff are met fully within the capability of the school | To liaise with parents and external agencies, identifying training needs and individual protocols where necessary. | Ongoing | SENCO | Medical needs of all pupils and staff are met |
| To ensure that disabled parents have every opportunity to be involved and that close liaison is maintained | Parking space and easy access around the exterior of the school as well as double door openings allowing for wheelchair access into the building. Ramps available to access classrooms when required. | Ongoing | All Staff | Parents are not discriminated against and feel involved in their child's learning |
| To ensure that all disabled staff needs are met | Parking<br>PEEP<br>Adaptations as necessary | Ongoing | HT/DHT<br>Occupational Health<br>Access to Work | Needs are met where possible |
| To liaise with pre-school providers to prepare for the new intake of children to Foundation Stage each year | To identify pupils who may need adapted or additional provision and to ensure that they have additional support throughout the transition process as they start school. | Ongoing as need arises | HT/EYFS Lead/SENCO | Provision in place for when the child needs it and transition to school is successful |
| To review policies to ensure that they reflect inclusive practice and procedure | To comply with the Equality Act 2010 | Ongoing | HT/DHT<br>FGB | All policies reflect inclusive practice |
| To establish and maintain close liaison with outside agencies for pupils with additional needs | Ensure collaboration between key staff | Ongoing | SENCO<br>All teachers<br>Outside professionals | Evidence of collaborative working<br>Risk Assessments are in place<br>Action planning support children's needs |

Reviewed: January 2025 (C.Sciberras) Date of next review: January 2028