

# Wootton Bassett Infants School

## Accessibility Statement & Plan

**January 2021**

It is a requirement of all schools to have an Accessibility Plan. The purpose of this plan is to clearly identify areas of the school which are accessibility friendly and highlight areas which need to be addressed to ensure that they are accessible to someone with a disability.

At Wootton Bassett Infants' School, we are aware that we have a general duty according to the Equality Act 2010 to:

- Eliminate discrimination, harassment, victimization, and any other conduct that is prohibited by or under this act.
- Advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it.
- Foster good relations between persons who share protected characteristics and persons who do not share them.
- Not to discriminate any individual from being accepted via our admissions because of their disability but making sure we fully understand the nature of that disability so we can accurately assess how we may meet the individuals need.

Taking this into account at Wootton Bassett Infants' School we believe that any child, regardless of their disability should have reasonable access to our environment where they can be offered a full and varied curriculum alongside their peers. Where necessary reasonable adjustments will be made to our environment to accommodate the needs of an individual regardless of their age, education, physical, sensory, spiritual or emotional needs. This policy reflects the commitment to equal opportunities as set out in our SEND policy, reviewed September 2020.

The accessibility plan will include actions required to improve access to:

- Equality and inclusion
- Physical environment, including that of evaluating and improving the current environment and physical aids
- Evaluating and improving the access to the curriculum for those children with a disability to ensure they have opportunities to develop other essential life skills.
- Improve the delivery of written information and correspondence to the staff, children and parents who have a disability, which may include working closely with these groups to identify how to suit their needs.

### **Aims and objectives**

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

### **Links with other policies:**

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

- Risk assessment policy
- Health and safety policy

- Equality information and objectives
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy

### **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 definition of disability under the law is a wide one. A disabled person is someone who has a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out 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 people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, people recovering from cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

Pupils with disabilities have special educational needs; however, not all pupils with SEN meet the definition for disability. The plan needs to cover all these pupils.

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.

### **Responsibility**

The Head Teacher and Governors recognise the need to make all reasonable provisions for the admission and education of disabled pupils. Where possible we will:

- Continually review the curriculum to ensure that disabled pupils are not disadvantaged in any way and that all subjects and activities are available to them.
- Do everything possible within budgeted resources to improve the physical environment by making reasonable adjustments, when and where necessary, in order to allow the movement of disabled pupils around the school.
- Review the admissions policy so that reasonable adjustments may be made for disabled pupils seeking admission to the school.
- Ensure that training for both teaching and non-teaching staff is implemented and evaluated so that they are aware of, and able to meet, the needs of disabled pupils.

- Monitor and evaluate a range of student data to ensure that the needs of disabled pupils are met and, in many cases, exceeded through implementing additional support and intervention strategies to reduce or remove barriers to learning.

## Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>
Increase access to the curriculum for pupils with a disability	Regular meetings are held with parents of children with a disability to discuss evolving needs.	<i>Short term</i> Relevant resources are bought/supplied in all classrooms to help support independent learning.	Orders to be placed.	Class Teacher/SENCo	As required
	Liaison with outside agencies who provide additional support is established.	Teachers follow quality first teaching and annotated planning techniques to make sure needs of individuals are met.	Planning scrutiny/ book scrutiny at planned intervals.	Class Teacher/SLT	Termly
	Ensuring that support plans are actioned.				
	Frequent monitoring and evaluation of student progress.	<i>Medium term</i> Ensure that Staff are kept up to date on the evolving needs of individuals in the school.  <i>Long term</i> Continual monitoring of progress of those children with a disability to make sure they are not disadvantaged against their peers.	Individual pupil meetings with SLT  Annual SEN audit to take place	Class Teacher/SENCo  SENCo	Termly/As required  As required

<p>Improve and maintain access to the physical environment</p>	<p>Reception Block Ramp to hall and disabled toilet</p> <p>Year 1 and 2 Wide doors and spacious classroom.</p>	<p>Create and maintain ramp.</p> <p>Ensure buildings are completed correctly and snagging signed off</p>	<p>Maintenance of ramp and doors</p>	<p>HT and GOVs</p>	<p>Regular Monitoring</p>
<p>Improve the delivery of information to pupils with a disability</p>	<p>Teachers use different fonts and colours to help differentiate text</p> <p>Where needed symbol support (Makaton) is used to help aid understanding.</p> <p>Children to have access to a range of written information</p>	<p><i>Short term</i></p> <p>Increase the understanding of the impact of 'Tier 2' (information carrying language) on a child's ability to access the classroom effectively</p> <p>Teachers to follow these guidelines which would assist children with Dyslexia difficulties, colour blindness visual impairment or visual stress</p> <ol style="list-style-type: none"> <li>1.Set the whiteboard to a pastel background- pale yellow seems to work for most people</li> <li>2.Use dark blue or black font.</li> <li>3.Use no smaller than 14pt font</li> <li>4.Use 1.5 or double spacing</li> <li>5.For colour blind children,</li> </ol>	<p>Staff training on language</p> <p>Purchase software if relevant</p> <p>Targeted through book monitoring etc. class observations</p>	<p>SENCo/SALT</p> <p>SENCo</p> <p>SLT</p>	<p>Regular monitoring</p> <p>On going</p>

		<p>avoid using red or green</p> <p>6.Avoid cluttering the whiteboard page and set text out clearly</p> <p>7.Ensure that images and clipart support the text and do not distract from it</p> <p>8.Use a Dyslexia friendly font such as: Arial, Comic Sans, Tahoma or Century Gothic</p> <p><i>Medium term</i></p> <p>Possible investment of symbol-based software e.g., communicate in print or Board maker.</p> <p><i>Long term</i></p> <p>Systematically improve the use of picture and symbols to support understanding of different tiers of language</p>			
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## Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	2			
Corridor access	Wide doorways within Yr1&2. Narrow corridors with Reception Block	Complete	HT/Govs	Complete
Lifts	None			
Parking bays	No disabled (staff parking only)	Complete	HT/Govs	
Entrances	Main entrance accessed by manual gate via a slope.	Complete	HT/Govs	
Ramps	To hall and top playground	Complete	HT/Govs	
Toilets	1 disabled toilet in Reception Block. Shower available. Space for hoist if required.  Toilets of different heights available.	Complete  However, requires reassessment by Govs as provision not sufficient to accommodate changing table.	HT/Govs	
Reception area	School & Headteacher office not accessible to people with		HT/Govs	

	limited mobility due to narrow step stairs			
Internal signage	No Braille Internal signage is white on a dark blue background.	Complete	HT/Govs	
Emergency escape routes	Ramp access from school hall onto top playground.	Complete	HT/Govs	