



**LONS INFANT
SCHOOL
ACCESSIBILITY
PLAN
2021-2024**

Contents

Aims of the Accessibility Plan

1. The Accessibility Audit
2. Planning duty 1: Curriculum
3. Planning duty 2: Physical environment
4. Planning duty 3: Information

Aims of the Accessibility Plan

This plan outlines how Lons Infant School aims to increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010 (i.e. the curriculum, physical environment and information).

A person is regarded as having a disability under the Act where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

This plan aims to:

- increase the extent to which pupils with disabilities can participate in the curriculum;
- improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided;
- improve the availability of accessible information to pupils with disabilities.

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The governing board also recognises its responsibilities towards employees with disabilities and will:

- monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities;
- provide appropriate support and provision for employees with disabilities to ensure that they can carry out their work effectively without barriers;
- undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- pupils' parents;
- the Head Teacher and other relevant members of staff;
- Governors;
- external partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

Section 1 - Legal framework

The governing board will undertake an annual Accessibility Audit.

The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers;
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers;
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid;
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired;
- **Visual disabilities** – this includes those with visual impairments and sensitivities;
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities;
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia.

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.

The actions that will be undertaken are detailed in the following sections of this document.

Section 2 - Planning duty 1: Curriculum

	Issue	What	Who	When	Outcome	Review
Short term	To use software to support children's learning.	ICT coordinator to ensure appropriate software on computers and iPads.	ICT Coordinator	As and when required.	All children can access the curriculum.	Summer 2021
Medium term	To audit current interventions being used.	Are interventions currently used successful and having an impact? (Staff meetings)	Staff Team		Which interventions are effective?	January 2022
Long term	To provide staff training to ensure all children are included in learning.	Staff to be kept up to date. (INSET trainings and staff meetings)	Staff team	Ongoing	Staff kept updated to ensure inclusive school.	Summer 2021
	To ensure that educational visits are accessible for all.	Ensure venue is vetted and appropriateness.	Class teachers/EVC	As and when required.	Inclusive educational visits.	Ongoing
	To ensure that all after school clubs are accessible to all pupils.	Ensure physical and sensory needs are met. Adult to provide support if required. Physical adaptation as necessary.	Teaching staff	When clubs are running again.	Inclusive after school activities.	When clubs are running again.

Long term	To raise awareness of staff and pupil awareness of disability.	Opportunities for raising awareness through staff meetings, PSHE lessons, assemblies, etc.	Teaching staff	Ongoing	Review of curriculum.	September 2021
	Strive to ensure curriculum is fully accessible to pupils with any type of difficulty or disability.	How do we present information to pupils? How do we communicate with pupils?	Teaching staff	As and when required.	Review of methods used to ensure accessible for all learners.	September 2021

Section 3 - Planning duty 2: Physical environment

	Issue	What	Who	When	Outcome	Review
Short term	To keep COVID19 risk assessments updated.	Risk assessments updated.	HT	Whenever new guidance is released.	All staff aware of the most current risk assessment re. COVID19.	Whenever new guidance is released.
	To ensure the décor in classrooms and around school is suitable.	Painting throughout school.	SBM	By September 2021.	Calm and welcoming environment.	Summer 2021
Medium term	Ensure security of school premises.	Install audio kit on pedestrian gate with release button in office.	SBM	ASAP	Pedestrian gate locked until released by office.	January 2022
	Ensure school reception is welcoming to visitors and stakeholders.	Relocation of internal door to allow for larger reception area.	SBM	By December 2021.		December 2021

Long term	To keep risk assessments updated.	Risk assessments updated.	HT	By Summer 2021	All staff aware of the most current risk assessment.	Annually
Long term	To ensure school toilets, both staff and pupil, including disabled, are fit for purpose.	Arrange refurbishment of all school toilets.	SBM	By summer 2024	Refurbished staff (including an adult disabled toilet), pupil and disabled toilets.	Summer 2022

Section 4 - Planning duty 3: Information

	Issue	What	Who	When	Outcome	Review
Short term	To ensure that SEND policies are updated on the school website.	To update all SEND policies.	HT SBM	Easter 2021	Policies updated.	Summer 2021, then annually.
	To ensure telecommunications in the school are fit for purpose.	Install new telephone system which can be accessed from outside school.	SBM	ASAP	New telephones and telephone system in school, with access to app for making calls and voicemails to from home.	Summer 2021
Medium term	To ensure we develop methods to share information with all our stakeholders.	Review of information sharing: website/ School App, ClassDojo, emails etc.	HT SBM	September 2021	Information is reaching stakeholders.	Annually
Long term	To ensure that all parents and carers can access written material from school.	To make alternative formats available when specifically requested.	HT SBM	As and when required.	Follow up to a parental request.	

	Review policies to ensure they adhere to current legislation.	Review policies.	HT SBM	Ongoing	Policies up to date.	September 2021, then annually.
Long term	School policies make reference to provision for pupils with difficulties & disabilities (particularly PE).	Policies to include: content, strategies and resources that could be employed when planning for pupils with difficulties or disabilities.	HT Subject leaders	As policies are reviewed.	Policies include provision for pupils with difficulties or disabilities	
	Ensure information on school website is current and up to date.	Website up to date.	SBM	Ongoing	Information on website is current and up to date.	Summer 2021, then annually.