

ACCESSIBILITY PLAN 2016-2019

BUXTON INFANT SCHOOL

This policy was reviewed by the Governing Body on 17 November 2016

It will be reviewed November 2019

Signed:

Date:

Accessibility Plan 2016 - 2019

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act of 2010. The Governing Body is accountable for ensuring the implementation, review and reporting on the progress of the Accessibility Plan over the three year prescribed period.

1. Buxton Infant School is an inclusive school which prides itself on its supportive, integrated environment which aims to maximise the self-esteem of all its pupils and enable them to reach their full potential.
2. We are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual emotional and cultural needs. We are committed to challenging negative attitudes about disability and to developing a culture of awareness and inclusion.
3. Over time, Buxton Infant school is committed to ensuring the accessibility of all types of provision to all stakeholders within the school community.
4. The Accessibility Plan is drawn up to cover a three year period. Progress towards its objectives will be reviewed annually.
5. The Accessibility Plan will contain relevant actions in three aspects of accessibility:
 - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
 - Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as all others. This covers teaching and learning together with the wider curriculum of the school including after school provision and school visits. It includes the provision of specialist aids and equipment as necessary to support particular pupils' access to the curriculum.
 - Improve and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples include, the school website, prospectus and newsletters. A variety of formats and timeframes will be considered.
6. The actions relating to extending the accessibility of the school's physical environment have been drawn up as a result of the Access Audit which is carried out every three years by members of the premise committee. Any outstanding items on the access audit may be taken forward on to subsequent Accessibility plans.

Context:

Buxton Infant school currently has 172 pupils on roll. There are three year groups based on an admission number of 60. Pupils come from the immediate town of Buxton and in a few cases the wider surrounding area. We currently have three pupils with Educational Health Care Plans or statements. There are currently 16 other pupils with SEND plans. The SENCO has responsibility for maintaining and updating the Special Needs Register. A support and planning meeting is held with the school's Educational Psychologist at regular interval during the year to discuss pupils on the register. Pupils who have an identified Special Need which requires individual specific support over and above usual differentiated classroom planning follow a SEND plan which is written in partnership with the pupils' parents. Pupils who have a medical issue have a care plan written which is shared with all staff members and is clearly displayed in classrooms, the hall, and the staff room.

The school building was built in the 1800s and has the teaching rooms on the ground floor. There are steps up to two of the entrances but wheelchair access is possible through the ramp up to the Nursery entrance. The school also owns a portable temporary ramp which can provide access to the building via other doors. A disabled toilet and changing area is available for use and handrails are fitted to the steps down to the Early Years playground. The Hall has been fitted with electronic door openers and all classrooms have blinds to reduce glare.

Assessment procedures.

Access to formative and summative assessment procedures are available to all pupils. Anyone with additional needs can, dependent on individual needs, use a laptop, have an amanuensis, a reader, extra time or rest breaks during statutory tests.

Medication

Medication in the form of inhalers is required to be taken by a number of pupils. This is kept in a secure place in each classroom. Temporary medication may be administered along policy guidelines (See Medicine Policy). This is kept in the school office for the duration of time that it is administered. Pupils who have specific medical needs are made known to all members of staff including first aiders.

Bullying

We aim to provide a safe and secure environment for all pupils in the school. We treat bullying as a serious matter and have a clear anti-bullying policy and procedures. The school holds the STOP anti-bullying award in recognition of its work in this area.

Safeguarding

Child protection arrangements are fully in place and reviewed regularly by staff and governors. The headteacher (Jude Boyd) is the designated lead for Child protection and the SENCO (Sarah Cafferky) is the Deputy Child protection Coordinator.

Pastoral Care

We are a small school with a high adult to child ratio. We have a designated Family Resource worker who works 8 hours every week with children and families and two designated TAs for nurture support.

Health and Safety

The school has a comprehensive Health and Safety Policy and regular Health and Safety checks are made of the school site by a member of school staff and member of the Governing Body.

1. The Accessibility Plan is available from the school office or on the school's website.
2. The Plan will be reviewed through the Full Governing body meetings and the premises committee.
3. We acknowledge that there is an ongoing need for staff and governor training on the subject of disability discrimination and awareness raising of the issues.