



BUXTON INFANT SCHOOL

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ACCESSIBILITY PLAN 2020-2023

BUXTON INFANT SCHOOL

This policy was reviewed by the Governing Body on 19th March 2020

It will be reviewed March 2023

Signed:

Date:

Accessibility Plan 2020 - 2023

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 and three further pupils in receipt of GRIP funding. There are currently 21 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 Safeguarding and the SENCO (Sarah Cafferky) and Family worker Jo Travers Muir are the Deputy Safeguarding leads.

Pastoral Care

We are a small school with a high adult to child ratio. We have two designated Family Resource workers who work 8 hours every week with children and families and finance further staffing to operate nurture support for all children who have social and emotional barriers to learning.

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.

Improving the Physical Access

Target	Strategy	Outcome	Responsibility	Date	Achievement
To ensure easy access around the school building	The environment is adapted to the needs of pupils as required: This includes: Ramps Corridor width (see below) Disabled toilet and changing facilities (see below) Library shelves at wheelchair accessible height Disabled parking bay (see below)	Improved access around the building	Lead: Jude Boyd and Kate Fernie	Ongoing	
To ensure easy access for wheelchair users in corridors.	Discuss storage of lunch trolleys during morning school with the catering team.	Improved access in and out of school building and around corridors.	Lead: Jude Boyd and Kate Fernie	By Nov 2020	
To ensure easy access to school facility	Disabled parking bay to be marked out when car park re-surfaced	Improved access to the school facility	Lead: Jude Boyd and Kate Fernie	By Nov 2020	
To ensure easy access to all school facilities.	Re-furbish disabled toilet area with purpose built storage for all cleaning equipment	Improved access to disabled toilet and improved environment	Lead: Jude Boyd and Kate Fernie	By Jan 2021	
To ensure safe access to the playground is available to all pupils.	Re-surface main play area at the front of the school. In phases if necessary.	Minimise trip hazards.	Lead: Jude Boyd and Kate Fernie	By Jan 2022	

Improving Access to the Curriculum

Target	Strategy	Outcome	Responsibility	Date	Achievement
Maximise all pupils' potential for learning in fine and gross motor skills	Revisit the use of checklist for physical issues to be displayed in Hall for P.E.	Early identification of pupils with specific gross motor issues.	Lead Sarah Cafferky: All teachers	July 2020	
Maximise progress and attainment for all pupils	"Top Tips" app and displays to be produced for all pupils with SEND and /or challenging behaviour.	All staff who come into contact with pupils will have access to a wide variety of information about useful strategies to employ in their teaching and approach.	Lead Rachel Riley: All Teachers and TAs	Sept 2020 and ongoing	
Maximise progress for all pupils	SENCO to re-issue school's strategies for inclusive friendly classroom on an annual basis. SENCO to support the production Social stories for use by pupils throughout school for whole school events e.g. Arts week or individual need.	Inclusion friendly classrooms. Accelerated progress for pupils with Learning difficulties	Lead Sarah Cafferky: All teachers	Sept 2020	
Maximise all pupils' potential for literacy attainment.	Develop children's vocabulary through: Extending classroom strategies use of Nuffield Early language intervention in Reception.	Accelerated progress and attainment in Spelling for all pupils but especially those pupils with specific learning needs e.g. Dyslexia.	Lead Sarah Bennett: All teaching staff	Sept 2021	

Improving the delivery of written information

Target	Strategy	Outcome	Responsibility	Date	Achievement
Extend the engagement of parents and other stakeholders with written communication from school	Maximise the number of parents making use of school APP systems Ensure that ALL paper letters are also sent out by APP. Extend use of Tapestry beyond Reception into year one?	Communication will be more readily available to all stakeholders.	Lead Jude Boyd. Emma Salmon Year one teaching staff. All office personnel.	Sept 2021	
Extend the engagement of parents and other stakeholders with written communication from school	Print the majority of communications from school onto pastel rather than white paper.	Communication will be easier to read for parents and carers with dyslexic needs.	Lead Jude Boyd. All office personnel and teaching staff.	Sept 2022	

Adopted by the governing board of Buxton Infant School on **19th March 2020**