



PERRYFIELDS INFANT SCHOOL ACCESSIBILITY COMMITMENT

Statement:	Accessibility plan
This statement was approved:	February 2020
This statement will be reviewed:	February 2023
Responsibility:	Governor committee

At Perryfields Infant School our values reflect our commitment to a school where there are high expectations of everyone. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. Everyone in our school is important and included. We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued. We work hard to ensure there are no invisible children here, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's confidence and self-esteem. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Perryfields Primary School is committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Perryfields Infant School Accessibility Plan shows how access is monitored and is to be improved where possible for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan contains relevant and timely actions to:-

- Increase access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Perryfields Infant School Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy
- Curriculum Policies
- Business Continuity Plan
- Health & Safety Policy
- School Improvement Plan
- Special Educational Needs Policy

- Teaching and Learning Policy
- Equalities Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

The Accessibility Plan will be published on the school website.

The Accessibility Plan will be monitored through the Governor Committee.

The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Approved _____

Date _____

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

The priorities for the Accessibility Plan for our school were identified by:

- **The Governing Body**
- **Head Teacher**
- **Deputy Headteacher**
- **Inclusion Leader/Senco**
- **Caretaker**

A plan of the school buildings showing areas of accessibility is shown below



An Access Audit was carried out by the HT and SLT in February 2020. A number of recommendations were made as follows:

(Improving Physical Access and Improving Curriculum Access)

Questions	Recommendations	Time scale	Priority	Cost	Date Completed	Responsibility
Is there Disabled parking?	Spaces are already available and are clear to see. Ensure they are refreshed when needed.	To monitor	Low	TBC		Caretaker/headteacher
Ability for children to access the Foundation Stage area.	To replace the current door with a fire door which is held back with a magnet.	Spring 2020	Low	Part of the new Fire alarm system		HT to monitor its accessibility
Could a wheelchair user gain access to the school?	Wheelchair access is available through the main entrance, F/S entrance and back exit. If children start school and require wheelchair access to Year 1 or Year 2 a wooden ramp/metal wheelchair disabled ramp should be	Ongoing	Medium	Quotes to be obtained at the time		Caretaker/headteacher/Senco

	sought. Wheelchair access is available into the school and classes through the front entrance or F/S.					
Can children with hearing loss access the curriculum? Continue to review the need for a Hearing Loop.	If children start school and require a hearing aid/hearing loop costings should be sought.	Ongoing	Currently Low	Quotes to be obtained when necessary		Headteacher/Senco
Can wheelchair users access into Topaz Class?	Wheelchair users can access Topaz class through the main F/S entrance slope. If more than one wheelchair user are present a wheelchair ramp could be placed at the newer double doors.	Monitor ongoing	Currently Low	Quotes to be obtained when necessary		Headteacher/Senco
Is the Keyworker system effective? Does it have a positive impact?	Staff training in supporting pupils with SEND – focus on key areas of need within the school: SLCN, SPLD, ASD,	Spring/Summer 2020 Ongoing	High	Training costs & release time		Senco

	Dyspraxia					
Is the SEN Planning fit for purpose?	To review the weekly planning to ensure a SEN planning column. Senco to support during PPA sessions.	Spring/Summer 2020	Medium	PPA time		Senco/Teachers
Is written material in alternative formats available when specifically requested?	The school will make itself aware of the services available for converting written information into alternative formats.	Ongoing		Not applicable		Office staff/headteacher/Senco
Review documentation on website to check accessibility for parents with English as an Additional Language.	The school will review formats publicised on school website – particularly for new parents to the school, in order to ensure accessibility for parents with English as an additional Language. (Contact ENTAS/ECC)	Ongoing	Low (website provides support)	Not applicable		Headteacher/Inclusion lead