



Feltham Hill Infant & Nursery School

Accessibility Policy and Plan

September 2019

Prepared by: DH

Discussed with: SLT and Staff

Shared with: Governor Hub

Reviewed: September 2022



Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

- Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.
- 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 accessibility and to developing a culture of awareness, tolerance and inclusion.
- The plan will be made available online on the school website, and paper copies are available upon request.

- Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
- The school supports any available partnerships to develop and implement the plan.

- Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.
- *We have included a range of stakeholders in the development of this accessibility plan, including parents, staff and governors of the school.*

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 Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake 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 sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.
- 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.
- This policy complies with our funding agreement and articles of association.

Action plan

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

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	<p>Our school offers a differentiated curriculum for all pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>It may be necessary for a few</p>	<p>Training for specific staff including medical.</p> <p>Continue to integrate</p>	<p>CPD timetable to include a range of training to support teachers and support staff.</p> <p>Lesson to be planned appropriately to</p>	<p>Headteacher SEN Leader Receptionist & Attendance Officer Year group Leaders Class Teachers DH/AH</p> <p>Head of Centre in</p>	<p>Ongoing throughout the school year</p> <p>Ongoing throughout the school</p>	<p>Teachers and support staff confidently working with a range of children across the curriculum meeting their needs.</p> <p>25% of centre children attending the mainstream</p>



	<p>children to start school on a reduced timetable. This is always done in conjunction with parents and the SEN Leader/senior member of staff with a view to extending the school day as the child settles.</p> <p>SCD/ASD Centre based onsite at Feltham Hill</p>	<p>Centre children into the mainstream where and when appropriate.</p>	<p>include centre children, outside areas have visual supports to support learning and inclusion</p>	<p>conjunction with Year group leaders and class teachers</p>	<p>year</p>	<p>where and when appropriate.</p>
<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Ramps • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height <p>Specific children have specific equipment and setting arrangements which have been implemented throughout the year. Ensure a smooth transition to new classes and implement strategies for working with</p>	<p>During learning and health and safety walks ensure that the environment is clear and accessible to all pupils.</p> <p>Ensure the layout of the classrooms and shared areas including outside are accessible for children with a range of learning/behavioural/physical needs.</p>	<p>Half termly health and safety walks</p> <p>Learning Walks as timetabled and ongoing throughout school year</p>	<p>Site Manager SBM Headteacher Governors</p>	<p>Ongoing throughout the school year</p>	<p>All pupils using all the environments appropriately</p>



	those children.					
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Braille • Induction loops • Pictorial or symbolic representations <p>Staff are welcoming and</p>	Continue to raise awareness of alternative communicative programs including widget symbols and communication in print.	Use widget symbols in timetables, schedules and trays. Use visual timetables and social stories to support learning.	SEN Leader Class Teachers	Ongoing throughout the school year	All children able to access learning and environment at their level. Parents and visitors



	happy to invite parents and visitors into school.	Continue to have high levels of communication throughout the school	Continue to update the welcome slide show in the entrance hall. Continue to send a weekly newsletter Continue to keep the school website updated with translate options All emails sent can be translated with appropriate software.	SBM Deputy Headteacher	Ongoing	are able to access information easily.
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Monitoring arrangements

This document will be reviewed every 3 years, but may be updated more frequently if necessary.

It will be approved by the Headteacher.

Links with other policies

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

- Teaching, Learning & Assessment
- Behaviour including Anti-bullying
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy



Appendix A: Accessibility audit

Feature	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	One level building at ground level. 3 separate buildings	Annual maintenance checks to continue.	Site manager SBM	Annual
Corridor access	All corridors and shared areas are accessible for wheelchairs and wide enough for manoeuvre.	Corridors and shared spaces to be tidy and free from obstructions.	Site Manager Year Leaders Class Teachers	Ongoing to 2022
Parking bays	20 marked parking spaces with one disabled parking bay.	Office staff to ensure that parking space is kept free for disabled use.	Office staff Site Manager SBM	Ongoing to 2022
Entrances	2 main entrances to the school with gated access. Buzzer entry at a low level on the main gate and at the entrance of the school office.	Annual maintenance of buzzers and gated entrances.	Site Manager SBM	Ongoing to 2022
Ramps	Access to all areas including classrooms and outside areas are at ground level in all	Annual maintenance checks to continue.	Site manager SBM	Ongoing to 2022



	buildings.			
Toilets	There are disabled toilets in each of the buildings which include railings and panic alarms.	Annual maintenance checks to continue.	Site manager SBM	Ongoing to 2022
Reception area	The school reception is at the front of the school at ground level. There are sensor doors and a buzzer entry system.	Annual maintenance checks to continue.	Site manager SBM	Ongoing to 2022
Internal signage	Signage around the internal parts of the school is laminated and at a low level.	Update and replace when necessary	SLT	Ongoing to 2022
Emergency escape routes	Clearly labelled with highlighted lighting throughout school	Continue to ensure signs are maintained. Practise evacuation process often.	Site manager SLT	Ongoing to 2022
Fire Alarms	Currently auditory alarms in place.	Visual fire alarms to be considered and where appropriate adjusted	Site manager SBM	Ongoing to 2022