


<p style="text-align: center;">South End Infant School</p>	<p style="text-align: center;">Accessibility Plan</p>	<p style="text-align: center;">South End Infant School  <small>ENGAGE EXPLORE ENQUIRE</small></p>
<p>This policy was formally agreed by the Finance and Premises Committee of the Governing Body :</p>	<p>Coordinator: E. Ashcroft</p>	
<p>Reviewed: December 2024 Review Date: September 2021 Review Date: April 2017</p>	<p>Review Date: December 2027</p>	

Accessibility Action Plan

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in relation to Disability, of the Equality Act 2010. The Governing Body is 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.

At South End Infant School, we ensure we follow the Equality Act 2010 and ensure protection against discrimination, harassment and victimization (direct or indirect) for everyone under the nine characteristics: age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership, and pregnancy and maternity. This includes Gender Reassignment (also known as Transgender).

The Accessibility Plan will be published on the school website.

Definition of special educational needs

In this policy, ‘special educational needs’ refers to a learning difficulty that requires special educational provision. The SEND Code of Practice 0 to 25 Years (DfE, 2014) says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or

- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post-16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Our Special Educational Needs Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the Equality and Diversity Policy explains how we ensure equal opportunities for all our children, increased access to the curriculum, physical access to the school and access to information particular to students with SEND.

This accessibility plan provides an outline of how the school will manage equal access for all learners, staff and families who are part of the SEIS community

South End Infant School Accessibility Plan

Improving the physical access

Objective/Target	Strategy	Responsible Person	Timescale	What will success look like?
<p>To be aware of the access needs of disabled children, staff, Governors and parents/ carers</p>	<ul style="list-style-type: none"> ○ Ensure the school staff & governors are aware of access issues ('access' meaning 'access to' and 'access from') ○ Create access plans for individual disabled children as part of the SEND (Special Educational Needs and Disabilities) process ○ Ensure staff and Governors can access areas of school used meetings ○ Annual reminder to parents and carers through Parentmail to let us know if they have problems with access to areas of school ○ Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired ○ Communication in print around school to help children's understanding and visual recognition. 	<p style="text-align: center;">SENCo School Business Manager (SBM) Headteacher</p>	<p style="text-align: center;">As required</p>	<ul style="list-style-type: none"> ○ SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. ○ All staff & Trustees are confident that their needs are met. ○ Continuously monitored to ensure any new needs arising are met. o Parents have full access to all areas of school ○ PEEPs are prepared and reviewed as individual needs change
<p>Maintain safety for visually and hearing-impaired people</p>	<ul style="list-style-type: none"> ○ Check if any children have a visual impairment resulting in yellow paint being needed on step edges and other edges ○ Check exterior lighting is working on a regular basis ○ Put black/ yellow hazard tape on poles at end of play equipment to help visually impaired children, if appropriate 	<p style="text-align: center;">SENCo SBM Headteacher</p>	<p style="text-align: center;">Annually, and as new children join the school throughout the year</p>	<ul style="list-style-type: none"> ○ Visually and hearing impaired people feel safe in school grounds

	<ul style="list-style-type: none"> ○ Check lighting and acoustics in classrooms for hearing impaired children ○ Staff training on hearing impairment 			
Improve the quality of provision for children with specific special needs.	<ul style="list-style-type: none"> ○ Provide a tranquil area at lunchtime where children who suffer from over stimulation can go when needed. 	SENCo Headteacher Lunchtime Staff	By Spring 2025 then ongoing	<ul style="list-style-type: none"> ○ Children who find lunchtimes challenging have a nurturing place to play
Ensure there are enough fire exits around school that are suitable for people with a disability	<ul style="list-style-type: none"> ○ Daily health and safety checks of the school and its surroundings. ○ Ensure staff are aware of need to keep fire exits clear and signage visible amongst displays 	site staff SBM	Ongoing	<ul style="list-style-type: none"> ○ All disabled personnel and pupils have safe exits from school.
Whole School Evacuation	<ul style="list-style-type: none"> ○ Ensure all children with physical disabilities can be safely evacuated from building in the event of an emergency (ensure all staff are aware of their responsibilities). ○ Children to have PEEP's if needed 	SENCo SBM	Annually, and as new children join the school throughout the year	<ul style="list-style-type: none"> ○ All physically disabled persons can be safely evacuated.
Whole school invacuation (lockdown)	<ul style="list-style-type: none"> ○ Ensure all children with physical disabilities can be safely invacuated within the building in the event of an emergency (ensure all staff are aware of their responsibilities). ○ Children to have PEEP's if needed 	SENCo SBM	Annually, and as new children join the school throughout the year	<ul style="list-style-type: none"> ○ All physically disabled persons can be safely invacuated.
Access to EYFS	<ul style="list-style-type: none"> ○ Ensure accessibility lift is kept in good working order 	site staff SBM	Ongoing	<ul style="list-style-type: none"> ○ All disabled personnel and pupils have safe access to EYFS
Accessible car parking	<ul style="list-style-type: none"> ○ Disabled members of staff and visitors have a place to park in the staff car park on agreement with SEJS 		Ongoing	<ul style="list-style-type: none"> ○ All disabled personnel and visitors have safe accessible parking onsite
Access to discrete changing facilities	<ul style="list-style-type: none"> ○ Children with continence issues to have access to intimate care in a dignified setting 	SENCo	Ongoing	<ul style="list-style-type: none"> ○ Disabled toilet to be adequately equipped to support intimate care

<p>Raise awareness of disability equality issues and review all curriculum areas to include disability issues.</p>	<ul style="list-style-type: none"> ○ Ensure disability issues are discussed with the children across the curriculum and in assemblies with specific reference to Rushden ○ Audit books on offer for children with respect to disability 	<p>SENCo</p>	<p>On going</p>	<ul style="list-style-type: none"> ○ Raised awareness of disability with children ○ Robust anti-bullying policy in place and in action
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South End Infant School Accessibility Plan

Improving the curriculum access

Objective/Target	Strategy	Responsible Person	Timescale	What will success look like?
Access to learning/ in class provision	<ul style="list-style-type: none"> ○ Review SEND children’s access to curriculum within class sessions. ○ Learning Walks to be carried out within class to ensure children can access sessions and have access to equipment and adapted resources where needed. ○ Ongoing monitoring from SENCO. ○ Liaise with external professions e.g. SALT/OT to incorporate strategies and support within classrooms and around school with children who require specific equipment and adaptations. 	SENCo Headteacher	Ongoing	<ul style="list-style-type: none"> ○ All pupils have equal access to a broad and balanced curriculum
All school visits and trips need to be accessible to all pupils	<ul style="list-style-type: none"> ○ Risk assessments to ensure that all children including children with physical disabilities can access trips. ○ Ensure venues and means of transport are vetted for suitability ○ Ensure staff are fully briefed with regards to children with SEND 	SENCo Headteacher	Ongoing	<ul style="list-style-type: none"> ○ All pupils have equal access to school trips and take part in a range of activities
Review PE curriculum to ensure PE is accessible to all pupils	<ul style="list-style-type: none"> ○ Review PE curriculum to ensure equal access 	PE Lead PR Coaching	Ongoing	<ul style="list-style-type: none"> ○ All pupils have access to PE and are able to excel, for example via adaptive resources and/or support from an adult
Ensure disabled children can take part	<ul style="list-style-type: none"> ○ Ensure whole school events can be adapted to include all children 	SENCo PE Lead	as needed	<ul style="list-style-type: none"> ○ Disabled children feel able to participate equally in out of

equally in whole school events, lunchtime and after school activities	<ul style="list-style-type: none"> ○ Discuss with staff who run out of school clubs, and people running other clubs after school. Support would need to be available – especially after school 			school activities.
Ensure all staff have specific training on SEN and disability issues	<ul style="list-style-type: none"> ○ Identify training needs at regular meetings and through appraisal process 	Headteacher SENCo	Ongoing	<ul style="list-style-type: none"> ○ Raised confidence with staff
Communication with Parents	<ul style="list-style-type: none"> ○ Ensure parents have access to our SEN provision/SEN school offer currently on the school website. ○ Ensure parents meet and can contact SENCO at any time. ○ Parents meet regularly with SENCO to access further support and advice. ○ Ensure that the annual report to parents of SEND is accessible and informative for parents. 	SENCo	Ongoing	<ul style="list-style-type: none"> ○ Parent/school communication is strong ○ Parents confidently contact SENCO for support and advice
Pupil Voice	<ul style="list-style-type: none"> ○ Voice of the child captured at all stages ○ All children have equal access to being a School, Councillor, Trustee, Reading Ambassador or part of the Cyber Crew 	Headteacher	Ongoing	<ul style="list-style-type: none"> ○ Children are heard and represented

South End Infant School Accessibility Plan

Improving access to information

Objective/Target	Strategy	Responsible Person	Timescale	What will success look like?
To ensure that all parents and other members of the school community can access information	<ul style="list-style-type: none"> ○ Written information will be provided in alternative formats as necessary 	Office staff Teachers at consultation meetings	On Going	<ul style="list-style-type: none"> ○ Written information personalised to needs of individuals
To ensure that parents who are unable to attend school, because of a disability, can access parents' evenings.	<ul style="list-style-type: none"> ○ Staff to hold parents' evenings by phone or send home written information. 	Teachers at consultation meetings	Ongoing	<ul style="list-style-type: none"> ○ All parents are informed of children's progress