



Greensted Infant School & Nursery Accessibility Plan

1. Starting points

1A: The purpose and direction of the school's plan: vision and values

Greensted Infant School & Nursery has the highest ambitions for its disabled pupils and pupils with additional needs and expects them to participate fully in all aspects of school life. Our commitment to equal opportunities is led by the National Curriculum Inclusion statement. The school sets challenging, but suitable learning goals, responds appropriately to diverse needs and strives to overcome potential barriers in every area of school life. Greensted Infant School & Nursery makes all children feel welcome irrespective of race, colour, creed or impairment.

1B: Information from pupil data and school audit

- The school has a small number of disabled pupils and pupils with additional needs. Historically, the school has a good reputation for inclusive practice. The range of current disabilities includes: speech and communication, ADHD, moderate learning difficulties and dyslexia.
- The school has good physical access- built in 1956 on a single site, and single storey, with wide corridors and doorways. When planning for building work access for pupils with disabilities is always a consideration. Flooring is chosen to contrast with the walls, corridors are kept free from clutter. Curriculum access is considered at planning stages by teachers and is often included in IEPs.
- Levels of absence among disabled pupils are in line with the rest of the school's population. There have been no exclusions for children with disabilities.
- Disabled pupils participate in all aspects of school life: taking lead roles in school productions, after school clubs, school council and visits. We ensure that they can participate in every activity, through careful planning and risk assessments. Where necessary, additional staff are put in place to ensure full access and safety.
- Access to information is planned: for example, dyslexic pupils will have longer to write things down and for those children who have difficulty copying from the board, information will be written down for them. Pupils will also have individual support to ensure access.
- We have a clear policy on the administration of medicines, with staff trained to administer epipens.
- We have a clear anti-bullying policy, drawn up in consultation with pupils and staff and an inclusive ethos which fosters good relationships between pupils. Other school practices, like Assessment for Learning talking partners and the PSHE programme encourage mutual support and partnerships between children.
- Outcomes for disabled pupils are good. Children make expected or better progress over time.
- Disabled pupils participate fully in extra curricular activities and achieve well, singing in musical festivals, for example.

1C: Views of those consulted during the development of the plan

- Parents of children with disabilities are happy with the physical environment of the school and are confident that the school adapts the curriculum to meet the needs of disabled pupils. Through PEP reviews, for example, we identify any change in need and adapt accordingly. Understandably, parents of disabled children are more anxious of their children's understanding of activities and need reassurance that needs are being met.
- Children with a range of disabilities were consulted as to the school's provision and ideas for future improvements. Sitting near the front helps a child with a hearing impairment.
- Children had not experienced any bullying as a result of their disability; on the contrary, they feel that other children are interested and supportive. They would be happy to talk to an adult, if the need arose.

2. The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

- Ensure appropriate deployment of support staff to connect disabled pupils to the curriculum, develop independence and promote social interaction.
- Ensure high quality teaching for all to improve disabled pupils' access to the curriculum, including using teaching approaches that promote positive pupil interaction. (PSHE)
- Professional development for staff on inclusive classroom practice and on specific disability issues.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

- Ensure clear markings to support visually impaired children.
- Look at possibility of improved access from playground via ramps

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

- Should the need arise the school is able to tape information for pupils with visual impairments or learning difficulties and can provide pictures or symbols for pupils with communication difficulties.
- Parents and pupils will be consulted to determine preferences – this may take place at PEP reviews, during parent teacher consultations or informal meetings.
- The school will become more familiar with and use specialist services for advice and resources when necessary.
- The school will also make information for parents available in a range of different formats should the need arise and be mindful of font size and legibility when producing written information. Parents can access more information via the school website, so have the option to increase font size themselves.
- The school to use 'Parentmail' as a more efficient and reliable means of communication with parents and improving home/school links.

3: Making it happen

3A: Management, coordination and implementation:

- We will ensure that all staff are aware of the disability discrimination duties through staff meetings.
- We will feed back consultation results to staff.
- The Access Plan will form part of the School Improvement Plan and as such will be overseen and reviewed by the governing body and its committees.
- The governing body will monitor implementation of the plan through the Headteacher's report, governor visits and the SEN Governor who meets regularly with the SENCO.
- The plan will be evaluated yearly, informed by discussions with disabled pupils, staff and parents and analysis of data on progress and attainment of disabled pupils.
- The Access Plan, although forming part of the School Improvement Plan, is also available as a separate plan.
- Accessibility planning will be integrated into the school's overarching planning processes, including premises development, curriculum planning and repairs and maintenance.
- The Accessibility Plan will be co-ordinated with the school's responsibilities towards disabled staff under Part 2 of the DDA and towards the general public under Part 3 of the DDA and our duties under Health and Safety, race and Human Rights.
- Implementation – see Disability Action Plan part of School Development Plan attached.
- Evaluation of the plan will look at what the school has implemented and what effect those measures have had. The school will consider a range of evidence to reach a judgement. These will include staff confidence in teaching disabled children, parental satisfaction with arrangements made, outcomes for pupils, the physical environment, multi-agency protocols, the sharing of good practice and the involvement of disabled pupils in school life.
- The Governing Body will report to parents on the school's accessibility plan via the school website. This will be linked in to other reporting requirements on the arrangements for admission of disabled pupils, the steps taken to prevent disabled pupils from being treated less favourably than others and the facilities provided to assist access to the school.

