



John of Gaunt Infant and Nursery School

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Accessibility Plan 2017 – 2019

## **Purpose of the Plan**

The purpose of this plan is to show how John of Gaunt Infant and Nursery school intends, over time, to increase the accessibility of our school for disabled pupils.

## **Definition of Disability**

A person has a disability 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 carry out normal day to day activities.

## **Legal Background**

In line with the Equalities Act 2010, Disability Discrimination Act (DDA) 2002,1995. It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary.

## **Our Aims**

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties of the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

John of Gaunt Infant and Nursery school aims to treat all stakeholders, including children, prospective children, staff and governors and other members of the school community with respect and, wherever possible, take reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled children, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage. We aim to enable them to learn, achieve and participate fully in school life. The school is active in promoting attitudes to



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disabled people in the school and in planning to increase access to education for all disabled children.

## Contextual Information

The school is a single storey building with 1 set of stairs internally to the Nursery classroom. There is a ramp up to the school entrance and into the school hall as well as a ramp to access the mobile classrooms. The Nursery classroom has its own separate entrance which is wheelchair accessible. The school has a disabled toilet. We have a disabled parking bay located near the front entrance. All classrooms in the main school are wheelchair accessible and outside areas are also wheelchair accessible. The school is currently planning for expansion and will ensure that any new building is fully compliant with the DDA. All reasonable adjustments would be made for a child with additional accessibility requirements.

## Accessibility plan 2017 – 2019

Targets	Strategies	Timescale	Responsibility	Success Criteria	Comments
<b>Equality and Inclusion</b>					
To improve staff awareness of disability issues	Use RA to train staff  Use cluster training programme to upskill staff	Ongoing	RA  Staff	Staff will have a greater awareness of disability issues	
<b>Access to the Physical Environment</b>					
To ensure that the school is aware of the access needs of disabled children, staff, governors and parents/carers	To create access plans for individual disabled children as part of the IEP process  To encourage information sharing between home and school about individual access needs	Ongoing	SENCO/Class Teacher  HoS	IEP's in place for all disabled children and all staff aware of pupils needs  Parents have full access to all school activities	
To ensure all disabled children and staff can be safely evacuated	Put in Place Personal Emergency Evacuation plans (PEEPs) for all disabled staff and pupils	When needed	HoS	All disabled pupils and staff have a PEEP written for them and all staff are aware of the PEEP  All disabled children and staff are safe in the event of a fire	
To ensure appropriate access to computing equipment	Put in alternative equipment to ensure access	When needed	HoS  Computing subject leader	All disabled children and staff are able to use computing equipment to either carry out their role or learn	



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				to their full potential	
To ensure that any new building is DDA compliant and adheres to building regulations in relation to disabled children or staff	Work with NPs/architects to ensure that all areas are accessible by children and adults  Ensure that disabled toilets are in place for both children and adults and are an appropriate size	Ongoing throughout the build of New Nursery and Main school	HoS  JT – ALF Business Manager	New Building is building regulation and DDA compliant  Disabled children and adults are able to access appropriately sized disabled toilets	
<b>Access to the Curriculum</b>					
To ensure classroom support staff have specific training on disability issues	Staff access relevant CPD through the cluster training programme	Ongoing	SENCo  Cluster Training providers	Support staff feel confident and upskilled	
To ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled children when appropriate  Information sharing with all agencies involved with the child	When needed	SENCo	All staff aware of individual children's needs	
To use IT software to support learning	Ensure that software is installed where need to meet needs	When needed	SENCo  Computing subject leader	Relevant software is available to meet the needs of individual children to support their learning	
To analyse standards	Analyse progress of children with disabilities and SEN	Ongoing	HoS	Progress of children with SEN is tracked and reported to staff and governors	
<b>Access to Information</b>					
To ensure that all parents and other members of the school community can access information	Ask parents/carers about their access needs when child is admitted to school  Review all letters home and check for reading age and plain English  Provide written information in other formats as	When needed	HoS  School Office	All parents are receiving information in a format that they can access	



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	necessary e.g. large print, coloured paper, braille, tape				