



## **West Earlham Infant and Nursery School** **Accessibility Policy and Plan**

### **Introduction**

The Equality Act 2010 provides a single piece of legislation covering all the types of discrimination that are unlawful.

The definition of disability under the law is a wide one. A disabled person is someone who has a:

- Physical or mental impairment that has an adverse, substantial and long term effect on their ability to carry out normal day to day activities.

Our school's accessibility plans are aimed at:

- Increasing the extent to which disabled pupils can participate in the curriculum
- Improving the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and
- Improving the availability of accessible information to disabled or disadvantaged pupils and parents.
- To ensure that our recruitment process continues to be highly inclusive.

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

### **Vision and values**

Our School fully supports the vision of Norfolk Children's Services, namely:

- We believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future.

Our school endorses the Norfolk Inclusion definition that says:

- Inclusion is the process of taking necessary steps to ensure that every young person is given equality of opportunity to develop socially, to learn and to enjoy community life.

### **Information Gathering**

We undertake Yearly Assessment in the summer term for the nature of the school population of which we are planning. This is updated if a new family with disabilities joins the school. Alongside this assessment we would assess our strengths and weaknesses as a school at meeting the needs of disabled children.

Our SENDCO alongside class teachers and families take responsibility for tracking the participation in school life of disabled pupils.

### **Contextual information**

The school is a one storey building which has accessible toilets. Wheelchair access is available into the main building. There is disabled parking onsite.

## **Approval**

This policy has been reviewed in line with the 2010 Equality Act and Public Sector Equality Act.

Due regard has been given to Equality. This policy was approved in **February 2019**. The date of the next formal review will be **February 2022** and every three years thereafter, unless statutory legislation changes.

Policy approved by the Head Teacher of West Earlham Infant and Nursery School.

Area	Barrier to Accessibility	Action	Priority	Completion Date and by whom
<b>Physical Environment - Physical</b>				
External Classroom Doors	Do not have direct access to outdoor area for wheelchair users.	Install ramps out classroom doors	Low - no current wheelchair users and can access outdoors via woodland corridor	None at present - readdress if child/staff member in wheelchair applies to attend school.
Intercom System at Main Reception	Intercom is too high for those in wheelchairs to access independently	Lower Intercom system	Medium, as we have CCTV and would be able to see those in a wheelchair prior to them needing to press the buzzer	To be investigated by RP by Sept 19 and financial implications considered
Disabled bathroom within Nursery	Currently being used as a storage area and not bathroom	Remove items from bathroom and reinstate as a toilet	High	RP to action in partnership with SM by Sept19
Height of double handles, height of Key combinations.	Are too high for those in wheelchairs to access independently	Lower handles and door guards	Low - This must be balanced against the needs of the school and the reason that high handles are in place are to reduce the possibility of children being able to get out of school	None at present - readdress if staff member who struggles to access is appointed.
Childs bathrooms	Children whom are unstable on feet - currently no hand rails are in place to aid balance	Add handrails to at least one toilet per bathroom Install step and toilet frame	High	Completed. Monitor and Manage
Way that doors open	Can open the 'wrong way' for wheelchairs users to get through independently	Change way that doors open	Low - no current wheelchair users	None at present - readdress if child/staff member in wheelchair applies to attend school.

Storage of Wheelchairs/disabled pushchairs	Currently not an allocated space for wheelchairs to be safely stored	Identify a place for wheelchairs to be stored Bike shed offered as a place for families to store adapt buggies that are not needed by child during the day.	Low - no current wheelchair users	None at present - readdress if child/staff member in wheelchair applies to attend school.
Heights of chairs	For those with mobility challenges chairs provided are generally to low	To ensure that those that need access to higher seated chairs are able to locate and use them within their classroom	Medium	Address on an individual basis. Completed Jan 19 – chairs for 2 children are in school to support their learning.
Corridors	Corridors contain children's coats, wellies and other personal items as well as units. If not kept tidy the space down these corridors can be tight for those in wheelchairs	To maintain tidiness of corridors. Regular reminders to staff via daily memos.	Medium	Monitor and Manage by SM
Transition	Transition is often indicated verbally.	Use of visual timetable to indicate transition.	Medium	Monitor and Manage by SM
Height of external steps into classroom	For children with specific individual needs this can make transition in and out tricky	Extra wide and slightly lower step (including yellow edges) installed in child's specific classroom door to enable safer entrance and exit of classroom. Will move through school with child.	High	Complete. Monitor and Manager
<b>Access to Education</b>				
Hearing Impairment	Unable to access learning due to hearing impairment	School employed TA with Speech and Language degree, Use of signs to aid understanding.	Medium	On-going EC
Speech, Language and Communication delay	Unable to access full learning	School has employed Speech and Language therapist who is working closely with staff, children and parents to upskill all. Differentiated curriculum. In class support as necessary. Careful consideration of assessment of phonics for children with severe speech sound disorder.	High	On-going EC

Visual Impairment	Unable to access learning due to visual impairment	Work with local SRB team and follow advice provided by professionals	Medium	SENDCO to take appropriate action.
<b>Access to Information - Literacy</b>				
Parents with English as an Additional Language or parents with low levels of literacy	Not able to understand everyday messages	Illustrations to be provided alongside text. Formalise formatting of key letters/information to make understanding it simpler. Record Key information. Use of Norfolk County Council Translation service, or Google Translate. Key messages shared on Facebook.	Medium	JS/RP to work with EC and the Office team to make improvement
Parents with English as an Additional Language or parents with low levels of literacy	Not able to access information about starting school	Create and information packs in a variety of languages. Translate Key information - use NCC services	Medium	JS/RP to work with EC and the Office team to make improvement
Parents with English as an Additional Language or parents with low levels of literacy	Not able to give informed consent as not clear what giving consent for	Ensure that Key Consent forms are available in a variety of languages. Translate Key information - use NCC services. Record Key information	Medium	JS/RP to work with EC and the Office team to make improvement
Parents with English as an Additional Language or parents with low levels of literacy	Not able to understand key places and direction within school (i.e. Fire Exits)	ensure that places have images/labels in different languages to support the writing	Low	Monitor and Manager
Parents with English as an Additional Language	Not feeling part of the school community	Work with Parent Reps to create grow inner communities and provide translation and explanation services from within school. Provide ESOL (English for Speakers of Other Languages) courses.	Medium	SM/HD/ED/CG to work with the parents Reps to grow this community
Parents with English as an Additional Language or parents with low levels of literacy	Not able to thoroughly understand end of year progress reports	Pupil progress meeting happen termly so that parents can talk things through in advance. Ensure that end of year reports are not simply handed out but explained and highlighted to parents.	High	SM to work with class teachers to ensure that this occurs

Other				
After School Clubs		Children with Disability supported by specific teaching assistant. Variety of clubs offered each day and clubs are adapted to meet children's needs.	Low - After School Clubs are an additional extra not a statutory requirement	JS/RP
Staff Members	Staff members not clear on disability laws or requirements	To provide training to increase and improve staff awareness	Low - as currently key figures within school hold this knowledge and share as appropriate	JS/RP