



## **West Earlham Infant and Nursery School**

### **Accessibility Policy, Plan and Audit**

#### **1. The Purpose of this Plan**

This plan sets out how West Earlham Infant and Nursery school will increase access to education for disabled pupils in three key areas:

- a) increasing the extent to which disabled pupils can participate in the school curriculum;
- b) improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- c) focusing on how we deliver information, which is often only provided in writing to improve accessibility for all including disabled parents.

#### **2. What does accessibility and inclusion mean for our school?**

We are committed to providing a school that can be accessed, understood and used to the greatest extent possible by all people regardless of their ability or disability.

When reviewing or redesigning our school environment (such as our buildings, technology, information, communication or culture) we will be guided by the following:

- (a) Provide the same means of use to enable access for all users: identical whenever possible; equivalent when not
- (b) Avoid segregating or stigmatizing any users

- (c) Provisions for privacy, security and safety shall be equally available to all users
- (d) Ensure dignity in use for all users.

### **3. Definition of disability**

The definition of disability is set out in the Equality Act 2010, Part 6:

A physical or mental impairment which has a substantial and long term effect on a person's ability to carry out normal day to day activities'.

#### **Reasonable adjustments for disabled people**

Where something the school does places a disabled person at a substantial disadvantage compared to a non-disabled person, we will take all reasonable steps to try to avoid that disadvantage. This may mean changing the way we work, providing extra equipment or removing physical or other barriers.

#### **The Accessibility Audit**

The School will undertake an Accessibility Audit. The audit will cover the following three areas:

- **Access to Education** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the school will consider all kinds of disabilities and impairments, including, but not limited to, the following:

Based on Educator Solutions model Policy July 2020

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents. The actions that will be undertaken are detailed in the following sections of this document.

#### Audit

Area		Barrier to Accessibility	Action	Priority	Completion Date and by whom
<b>Physical Environment - Physical</b>					
External Doors	Classroom	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 kept under review
Access to Main door	Step	Ramp has been installed		
Disabled bathroom within Nursery	Currently being used as a storage area and not bathroom	Remove items from bathroom and reinstate as a toilet	High	Completed 2020 and open to staff and disabled people only
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
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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 SBM
Transition	Transition is often indicated verbally.	Use of visual timetable to indicate transition.	Medium	Monitor and Manage by SBM

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
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#### Access to Education

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 Virtual School and follow advice provided by professionals	Medium	SENDCO to take appropriate action.

#### Access to Information - Literacy

Parents with English as an Additional Language or parents with low levels of literacy	Not able to understand everyday messages	Use language app to translate phone calls/correspondence etc.	Medium	EAL/SEND team
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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/SEND/EAL team
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 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.	High	Class teachers/JS to ensure 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/SBM
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	SBM

## Review

Based on Educator Solutions model Policy July 2020

This plan and policy has been reviewed in line with the 2010 Equality Act and Public Sector Equality Act. Due regard has been given to Equality.

This plan and policy was reviewed and approved in **March 2022**. The date of the next formal review will be **March 2025** and every year thereafter, unless statutory legislation changes or any significant refurbishments to the school.

Accessibility plan will be reviewed annually – next review **March 2023**

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