

**St Anne's Infants'
School**

Unique Reference Number
(URN): **8012069**

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St Anne's Infants' School

School Access Plan & Policy

Reviewed & revisited Jan 2023
by SENDCo J Painter and SBM M Jones

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1. Welcome by the Head teacher to the St Anne's Infants' School Access Plan and Policy for 2023-2024

We are all very proud of St Anne's Infants' School and of the achievements of our children. We have a highly dedicated team of staff who are committed to providing an excellent education to our children.

In this access plan and policy we focus on Article 23 of the 1989 UN Convention of the Rights of the Child:

Article 23

A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children. *(Extract from the UNICEF child friendly version of the convention)*

We hope that our work at the school will provide the very best for all our children and their families and contribute to a better community.

Anna Sutherland.

2. Introduction by the SENDCo

Accessibility plans: Child, family and community outcomes

2.1 The reason for legislation on the issue of disability and other equality issues, special educational needs, and for children with medical conditions is to achieve the best possible outcomes for the children. These outcomes will be personal ones such as educational attainment, personal wellbeing, life-skills and employment success. They will also usually be linked over the long term to family happiness and community cohesion.

2.2 Section 88 and Schedule 10 of the Equalities Act 2010 impose duties on schools to do three things:

- a. Increase the extent to which disabled pupils can participate in the curriculum;
- b. Increase the extent to which disabled pupils can take advantage of the education and other benefits the school can provide by improving the physical environment of the school;
- c. Increase the extent to which disabled pupils can access information given out by the school.

These are the intentions in the Act, rewritten slightly to emphasis the objectives. It is a requirement also to work towards these objectives after assessing the pupils needs and consulting with them and their parents or carers.

2.3 Schools also have to have SEND provision and support for children with medical conditions and follow their general equality duties under the Equality Act 2010. These overlap and to keep sight of the overall objectives is therefore essential.

2.4 This accessibility plan considers the “Schedule 10” requirements whilst pulling in any other useful links as far as is relevant.

2.5 This plan looks at the website because this is something disabled people and their friends, parents and children, support workers and professionals may look at first to get some idea about the organisation.

2.6 Expansion has helped cope with the demand for more places. Gathering data on the most at-need and possibly at-risk families will help reach out to them.

2.7 A key theme is to encourage disabled children to become independent adults in thought and spirit even though they may also have a long-term need for physical assistance and adaptations or medical support.

2.8 We think that by setting these objectives we will be working in the direction Article 23 of the UN Convention proposes.

2.9 The plan for the next three years is set out below. We consider this Access Plan & Policy to be a working document that will require regular updating on the basis of actions achieved and details of further actions to be taken.

J Painter SENDCo

Abbreviations:

SENDCo – Special Educational Needs Co-ordinator

SBM – School Business Manager

PEEP - Personal Emergency Evacuation Procedure

OT – Occupational Therapy

Access to the Physical Environment:

	Targets	Strategies	Outcomes	Completion Date	Review Date
1	School is aware of the access needs of disabled children, staff and parents/carers	<p>Create access plans for individuals as appropriate</p> <p>Confidential survey for staff and governors to ascertain access needs and make sure they are met in meetings etc.</p> <p>Include questions in the confidential pupil information questionnaire about parents/carers' needs and ensure they are met in all events</p>	<p>Individual plans in place; increased staff awareness</p> <p>Raised confidence of staff and governors in commitment to meet access needs and better participation in meetings</p> <p>Parents able to access fully all school activities</p>	Ongoing	2024
2	Ensure that individual disabled person's evacuation plans are organised in the event of emergency procedures to ensure that all pupils can be evacuated safely	SBM to lead on writing and establishing Personal Emergency Evacuation Plans (PEEPS) for children requiring these when joining school.	<p>All disabled persons have a PEEP in place with a designated named person co-ordinating and a policy in place to allow their disabilities to be known.</p> <p>All disabled children, and staff working with them, feel safe and confident in the event of evacuation/lockdown</p>	On-going	Carer of disabled person to review their PEEP annually or if / when any changes occur.
3	Make the school environment as accessible as possible to consider the access needs of less-abled people.	<p>Ensure children with an additional need are placed in classrooms where their needs can be best met</p> <p>Replace current front, main door with automatic doors</p>	<p>OT referrals to be made where appropriate.</p> <p>Less-abled people will be able to access school more easily.</p> <p>Physical access will be improved</p>	<p>Ongoing</p> <p>Completed</p>	<p>Ongoing</p> <p>Completed</p>

	Targets	Strategies	Outcomes	Completion Date	Review Date
		<p>Slope built at the back of the school to ensure access from the side of the school</p> <p>Slope built to the side door to ensure wheel chair access</p> <p>Toilet adapted to ensure that wheel chair users can use as independently as possible.</p>			
4	Doors throughout school need to be painted in contrasting colour to walls and doors.	Use guidance to inform future decisions on colour schemes.	<p>All decoration is consistent with guidance.</p> <p>Colour schemes that support teaching, learning and behaviour.</p> <p>Classes accessible for visually impaired pupils.</p> <p>Overall the school environment will be supportive of all pupils and adults.</p>	When required	School complies with guidance.
5	To ensure inclusion/ access for all people with hearing impairments.	Research into fitting hearing loop induction into relevant classes as and when required	<p>OT referral to be made if required.</p> <p>Hearing impaired pupils, parents & visitors will feel included.</p> <p>Overall the school environment will be supportive of all pupils and adults.</p>	On-going	On-going
6	<p>Provide necessary facilities for planned admissions.</p> <p>Ask feeder Nurseries to share data on disabled children or families so that work can be joined up.</p>	<p>SENDCo to contact feeder nurseries from admissions list to identify children whose special needs may require extended provision.</p> <p>Families can benefit from all agencies working together.</p>	School aware of and able to plan for any extra facilities required.	<p>On-going.</p> <p>On-going with the extra links as resources of staff time allows.</p>	School meets all developments of the Equality Act.

Access to the Curriculum:

	Targets	Strategies	Outcomes	Completion Date	Review Date
1	Ensure all staff are aware of disabled children's curriculum access	Share all information through staff meetings and Briefings	Increased staff awareness of individual pupil's access needs.	Ongoing	Ongoing
2	All staff have access to specific training on relevant disability issues	Use staff audit to identify training needs Review children's needs to inform the need for training	Raised confidence and skills in staff	Ongoing	Ongoing
3	Develop and maintain links with local special schools to improve understanding of the curriculum and provision	Jo Moss to visit Briarwood Jo Moss to spend time in the ASD unit at New Oak (with LSAs who are working with children with ASD) Jo Moss to spend time at Venturers Specialist Provision	Raised confidence and skills in staff; increased awareness of local special schools in order to support families in choosing the right provision for their child if it is decided Specialist Provision is required.	Ongoing	Ongoing
4	Ensure children with an additional need participate equally in after school and lunch time activities	Review participation on a regular basis	Children with an additional need confident and able to participate equally in out of school activities	Ongoing	Ongoing
5	Ensure that ICT equipment for learning is accessible for the less-abled learners.	ICT and software will be provided as needed.	Accessible ICT equipment at all times.	On-going Review as new pupils or staff join.	SENDCo to lead in informing the SBM when purchases for these items are required via the budget.
6	Monitor all disabled children to ensure their achievement is as good as it can be.	Track all disabled children and give support as necessary.	This has been happening and is continuing.	Review each academic year	On-going

	Targets	Strategies	Outcomes	Completion Date	Review Date
7	Ensure all staff have been updated in disability/equality training	Ensure new staff access CPD courses Share Access Plan in staff meeting	Increased staff knowledge around disability and equality	On-going	On-going

Access to information:

	Targets	Strategies	Outcomes	Completion Date	Review Date
1	To review information to parents/carers to ensure it is accessible Consult with pupils and adults to consider what “signs and symbols, posters and other information” might be useful. For example: Braille, ICT improvements, speaking devices.	Review all letters sent home Produce newsletters in alternative formats if required SBM to ensure that these are in place.	All parents getting information in format that they can access Monitoring of signs needed throughout school. All pupils and adults will gain knowledge and understanding. Disabled pupils will gather new skills and information about what is possible which will help them in independent adult life.	Ongoing Review at the end of each academic year and get feedback from parents/carers	Ongoing
2	Inclusive discussion of access to information in all annual reviews	Ask parents/carers and children about access to information and preferred formats in all reviews	Staff more aware of pupils’ preferred methods of communication	Ongoing	Ongoing
3	To use paper for photocopying suitable for needs (for example the consideration of suitable colours for dyslexic pupils)	SBM to order alternative paper if needs identified	Paperwork accessible to all pupils	Ongoing	Ongoing

	Targets	Strategies	Outcomes	Completion Date	Review Date
4	All classrooms to have a visual timetable for the day.	Ensure that the timetable is talked through every morning	All pupils can see what they are going to be learning and the order of the day	completed	Ongoing
5	All individuals on a needs assessed basis who would benefit from additional information/support at home to have an Individualised Visual timetable at home	Staff and Parents work together to ensure that individuals are fully prepared for the following day	Reduced anxiety and stress levels for individuals	completed	Ongoing

HEAD TEACHER

Anna Sutherland

Signed:

A. Sutherland

Dated: 24.01.23

SENDCO

J Painter

Signed:

J. Painter

Dated: 30.01.23

SBM

M Jones

Signed:

Maxine Jones

Dated: 26.01.23