

## ACCESSIBILITY PLAN (2023 – 2026)

# Mundeford Community Infant School

### 1. Introduction

All schools must have an Accessibility Plan. This is required by law (the Equality Act 2010).

Accessibility Plans set out how, over time, a school will:

- a) increase access to the curriculum for disabled pupils;
- b) improve the physical environment of the school to increase access for disabled pupils; and
- c) make written information more accessible to disabled pupils by providing information in a range of different ways. A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.
- d) This is the Accessibility Plan for Mundeford Community Infant School.

### 2. Other policies

Our Accessibility Plan complements and supports our:

- Special educational needs and disability policy and related SEN information report;
- Policy for Supporting pupils at school with medical conditions;
- Equality Information and Equality Objectives.

It should also be read alongside the following school policies, strategies and documents:

- Health & Safety Policy (including off-site safety)
- Policies relating to Behaviour
- School Improvement Plan

### **3. Our vision and aims**

Mundeford Community Infant School wants everyone within our school to feel welcome, valued and included in the school community. We are committed to providing a fully accessible environment to enable this to happen.

Our pupils are provided with high quality learning opportunities so that each child achieves all that they can. We want all our pupils to feel confident and have a positive view of themselves.

We want our pupils with a disability to access all elements of school life, including school clubs, activities and trips. We recognise that we may have to do things a little differently to make this happen.

We are committed to taking positive action in the spirit of the Equality Act 2010, by removing disadvantage faced by pupils with a disability and eliminating discrimination.

We will ensure that through whole school training, all staff and governors will be aware of our duties to support children with disabilities, in line with the Equality Act 2010.

In implementing our Accessibility Plan, we will take into account the views, wishes and feelings of our pupils and their families.

### **4. Current good practice**

#### **Identification**

Mundeford Community Infant School asks for information on any disabilities or health conditions in early communications with new parents and carers. We also carefully observe our pupils' progress and behaviour and will discuss any concerns with parents and carers, as necessary.

We liaise closely with pre-schools and nurseries to ensure any key information is passed on at entry to school.

#### **Curriculum**

Mundeford Community Infant School has improved access to the curriculum for disabled pupils through the following means:

- The creation of a sensory room for children with diagnosed sensory processing difficulties and sensory breaks/ diets where needed
- Ear defenders for children with sensory needs and access to safe spaces and sensory boxes within classrooms

- Providing an adapted and adjusted curriculum, designed according to need and where necessary with specialist input, for those pupils that require this.
- Offering a Continued Professional Development (CPD) programme to ensure that relevant staff are knowledgeable of the impact of sensory processing difficulties, visual impairment, hearing impairment, ASD and ADHD on learning as appropriate to assessed needs.
- Organising classrooms so that they promote the participation and independence of all pupils.
- Modifying worksheets and curriculum content into large font for pupils with a visual impairment and using different coloured paper and backgrounds on the whiteboard to aid children with dyslexia.
- Bespoke staff training from the School Nursing Team on children's specific health and medical needs.
- Development of the whole staff team to be a Trauma Informed School.
- Appointment of a Pastoral Lead/ELSA to support children with social, emotional and mental health needs (SEMH).

### **Physical Environment**

Mudeford Community Infant School has improved the physical environment of the school to increase access for disabled pupils by:

- providing an accessible toilet for staff and visitors in the main school and in the EYFS and Year 1 toilets;
- ensuring that there is good lighting throughout school, making use of natural light where possible and reducing glare through the use of roller blinds in the hallway and classrooms;
- removing and fixing of potential trip hazards and keeping all floor spaces uncluttered;
- providing fabric blinds, curtains, carpets to improve sound quality;
- Access to a mobile ramp where access is not already adapted;
- ensuring data projectors, plumbing and heating are regularly serviced and not too noisy wherever possible.

### **Information**

Mudeford Community Infant School already makes written information more accessible to disabled pupils through:

- modifying written information so that this is available in large print for pupils with a visual impairment;
- adhering to guidelines from specialists (such as the Hearing and Vision Support Services) regarding the presentation of all written information, paying attention to layout and colour;
- using social stories and picture symbols to explain school rules and timetables for pupils who benefit from this;
- The use of Wldgit to support reading, writing and communication across the school.

## 5. Implementation

Our Accessibility Plan shows how access to Mundeford Community Infant School will be improved for disabled pupils (and for staff and visitors to the school) and anticipates how we will make reasonable adjustments to support them whenever possible. We will ensure that we do so within a reasonable timeframe.

Reasonable adjustments are positive actions that help pupils with a disability to fully participate in school life.

In doing this, we have thought about:

- how to ensure disabled pupils are as prepared for life as their non-disabled peers;
- how we can encourage pupils with a disability to take part in after school clubs, leisure and cultural activities and school visits;
- how we might provide auxiliary aids and services (something or someone that provides help or support) to pupils with a disability to support their access to the curriculum;
- adding specialist facilities to our school as necessary and improving the physical environment;
- how we can improve the delivery of written information, including making this available in various preferred formats and within a reasonable timeframe.
- educating non-disabled children in how to respect and support others who have disabilities through PSHE and assemblies

Our Accessibility Plan has been written based upon information from the Local Authority (or site surveyor) and in liaison with pupils, parents, staff and governors of the school. It will advise other school planning documents.

Mundeford Community Infant School will work in partnership with the Local Authority in developing and implementing this Accessibility Plan and will adopt in principle the Local Authority Strategy for Accessibility.

Environmental or physical works undertaken in the school to improve access will follow and be guided by the relevant building regulations as advised by the Site Surveyor and the Local Authority Strategy for Accessibility.

We will consult with experts when new situations regarding pupils with disabilities are experienced.

Mundeford Community Infant School's Accessibility Plan will be implemented by the Headteacher.

Sufficient resources will be allocated by Mundeford Community Infant School to implement this Accessibility Plan.

6. **Monitoring**

The Mundeford Community Infant School Accessibility Plan covers a three year period but will be reviewed regularly and updated if needed. It will be monitored through the Governor Standards and Safeguarding Committee.

The governing body, or proprietor will monitor Mundeford Community Infant School's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility and Schedule 13 regarding Reasonable Adjustments) and will advise upon the compliance with that duty. The Mundeford Community Infant School Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedules 10 and 13 of the Equality Act 2010.

Mundeford Community Infant School complaints procedure covers the Accessibility Plan.

## Mundeford Community Infant School Accessibility Plan

### Improving the Physical Access

<b>Target</b>	<b>Actions</b>	<b>Outcome</b>	<b>Timescale</b>	<b>Achieved</b>
To refresh areas of the school environment that have raised edges or slope with yellow paint to ensure all children can walk as independently as possible around the school.	Seek advice from Vision Support services for location of yellow markings mark areas as required.	All children can access the school environment as independently as possible.	Spring 2025	
Improve lighting externally within the school grounds	Ensure timings are correct on timer so car park light is on when desired.	To make staff and visitors feel safe in the carpark and give better visibility	Summer 2025	
Resurface the carpark to include highlighting the disabled parking bay.	Resurface (BCP) Repaint disabled parking bay.	To provide a clear parking area for disabled staff, visitors and children to enable ease of access to the school site	Summer 2026	
Look at the potential benefits of a key card door entry system for the whole school. This promotes independence by enabling children to remain within risk assessed designated locations.	Pete to look into costs	All children would feel safe within their learning areas. This would also promote independence and reduce demands that could trigger deregulation.	TBC	
Ensure the doorbell for entry to the school is at a height that is appropriate for wheelchair users.	Consider lowering the doorbell/getting an additional buzzer/putting a buzzer on the front gate.	Anyone will be able to alert the office to their arrival	Summer 2026	
Consider whether access to the school is compliant with the Equality Act (2010).	Seek advice about access via the main gate and into the front door of the school.	Access will be possible for all.	Summer 2026	
Year 1 classrooms and The Woodland Base to have works completed to improve noise and lighting	BCP to lower ceilings and implement new blinds and lighting	A better sensory environment for all learners	Summer 2024	

### Improving the Curriculum Access

<b>Target</b>	<b>Actions</b>	<b>Outcome</b>	<b>Timescale</b>	<b>Achieved</b>
Ensure all staff understand and adopt the policy for supporting pupils medical needs	Staff to sign they have read and understood the policy  Headteacher to create a Medical Support Plan for individual children.	Pupils with medical needs are identified and policy procedures ensure effective support	Ongoing	Yes
Sensory Room / The Burrow is used in the best interests of the individual child.	SLT & SENCO disseminate guidance annually  Useage can be written into children's behaviour support plan.	The benefit and appropriateness of The Burrow is maximised to support the child with their specific needs	Annually	
Support for individual children with SEN and/or disabilities will be identified through their One-Page Profile and small step targets.	Staff use evaluation tools to identify needs Targets reviewed at least termly. SENCO to monitor half termly  EHCP targets to be broken down into small steps  SLT and SENCO to conduct learning walks and focus on what learning looks like for targeted children with SEND	All staff are able to meet the requirements of all children's needs with regards to accessing the curriculum	Ongoing          Summer 2024	
Extra curricular/after school clubs activities are planned to ensure the participation of the whole range of pupils	SENCO monitors groups to ensure accessible to all vulnerable groups of children  A Teaching Assistant is employed to support after school clubs	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements  With parental consent, One-Page Profiles will be shared with club leaders	Ongoing	
SEND & vulnerable groups of learners progress is monitored	SLT and SENCO monitor groups to ensure appropriate provision to enable access to the curriculum for	Groups of learners with SEND & who are vulnerable have progress closely monitored	Ongoing	

	all and to identify any areas of underachievement  Progress is monitored through learning walks and Pupil Progress Meetings	Any issues arising are addressed e.g. adapt provision	Pupil Progress Meetings termly	
Ensure staff are aware of the needs of children with SEND & vulnerable groups of learners	SENCO attends SEND briefing meetings & relays relevant issues and practices to staff  SENCO signposts staff to relevant training.	All staff are aware of issues relating to Access  Where individual needs are identified, staff are appropriately trained	Ongoing	

Target	Actions	Outcome	Timescale	Achieved
An ICT audit to be conducted by the computing lead	TBC		Spring 2025	

### Improving the Delivery of Written Information

Target	Actions	Outcome	Timescale	Achieved
Offer school website key information, school newsletters, curriculum information & other information for parents in alternative formats	Promote the availability in different formats for those that require it	All school information available for all Seek advice through the LEA for converting written information into alternative formats as needed	ongoing	
Continue to raise the awareness of adults working at and for the school on the importance of good communication systems.  Introduce the use of Widgit symbols to improve access for all learners	Awareness raised at whole staff meetings at INSET  Continue to work with BCP SALT team  Every year group to have their own log-ins and to begin to introduce symbols to promote access	Good communication between staff and home ensures needs of all children are highlighted and necessary provision can be put in place	Ongoing	



