ACCESSIBILITY POLICY AND ACTION PLAN

Mudeford Community Infant School

1. This Accessibility Policy & Action Plan has been drawn up in consultation with the Local Authority, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Action Plan will be reviewed and provide a projected plan for the three years period ahead of the review date.

2. The Accessibility Policy with Action Plan is structured to complement and support the Disability Equality Scheme (DES). The Policy and Plan will be published on the school website. The Local Authority (LA) will link these documents to the Dorsetforyou.com website. By these actions both school and LA will comply with required duties.

3. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

4. The Mudeford Community Infant School Accessibility Action Plan shows how access is to be improved for disabled pupils, staff and visitors to the school. The Accessibility Action Plan will contain relevant actions to:

   - improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education;

   - increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Disability Discrimination Acts); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum;

   - improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable time frame.

5. The Accessibility Action Plan relates to the key aspects of physical environment, curriculum and written information.

6. Whole school training will recognise the need to continue raising awareness for staff and governors of the Disability Discrimination Acts 1995 & 2001.

7. The Accessibility Action Plan should be read in conjunction with the following policies, strategies and documents:
   - Curriculum Policy
   - Single (combined) Equality Policy
   - Disability Equality Scheme (DES)
   - Staff Development
   - Health & Safety Policy (including off-site safety)
   - Inclusion and Special Educational Needs Policy
   - Discipline, Behaviour management, anti-bullying, exclusion Policy
   - School Development Plan
   - Asset Management Plan
   - School Prospectus and Mission Statement
   - Teaching and Learning File.

8. The Action Plan for physical accessibility is appended herein as part of this policy, and relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

9. As curriculum policies are reviewed, a section relating to access will be added to that on Equality and Diversity. The terms of reference for all governors' committees will contain an item on "having regard to matters relating to Access".

10. The School Prospectus will make reference to this Accessibility Plan.

11. The School's complaints procedure covers the Accessibility Plan.

12. Information about our Accessibility Plan will be published on the school website.

13. The Plan will be monitored through the Governor's *Resources committee*

14. The school will work in partnership with the Local Authority in developing and implementing this plan and will adopt in principle the "Dorset Accessibility Strategy, Access to Learning".

15. The Plan will be monitored by Ofsted under *Inspecting equalities* as part of their inspection cycle. Mudeford Infant School appreciates that the school could be judged inadequate by Ofsted if is unable to evidence promotion of disability equality.

Policy review
This policy and the attached equality impact assessment has been adopted by the governors and is approved annually by the full governing body at its first routine meeting of each academic year (usually in September). In the meantime it is reviewed as necessary by the owner of the policy and the head teacher, and any resultant changes other than minor clarifications or those of a typographical nature are brought to the attention of the governing body. The policies master record index is updated to reflect the dates of the last and next review, and the owner of the policy.

Reviewed Approved and Adopted: Sept 2014

Mudeford Community Infant school School Accessibility Plan 2009-2013

Improving the Physical Access

An Access Audit was carried out by the SLT in MIS and a number of recommendations made:

Target	Actions	Outcome	Timescale	Achieved
Improve Lighting in car park during winter months	Repair external lighting	Staff and visitors feel safer leaving the school when dark	By Autumn 2010	
Improve space in corridors to ease congestion at peek times	Improve storage throughout school, making better use of available space.	Corridors clearer enabling free flow of people at peek times and space available for small group work in workstations in corridors.	2010-2012	
Improve perimeter fencing for Mudeford Infant grounds to ensure all pupils are able to access the grounds as independently as possible.	Seek funding from LA due to security risk	School grounds securely fenced and entry to school more secure	By Spring 2011	
Increased security, through additional fencing, new entry/exit system and CCTV, for all children		School grounds securely fenced and entry to school more secure	By Autumn 2011	
To highlight 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	All children can access the school environment as independently as possible.	Autumn 2011	
Increase safety of window glass throughout school		Windows throughout school have safety glass to increase safety of all children	Autumn 2011	
Adapted taps in basins to ensure all children can wash hands as independently as possible	Taps to be changed as money allows.	All children can wash hands as independently as possible	Ongoing	
Provide support rails in children's toilets and beside external doors where needed to increase independency of all children	Source hand rails for Yr R toilet and outside ICT suite. Seek advice of CTS to aid fitting	All children can access toilet facilities and can exit external doors with increased independency	Autumn 2011	

Improving the Curriculum Access

Target	Actions	Outcome	Timescale	Achieved
Devise a policy for supporting pupils medical needs	Immediate implementation of policy Autumn 2010	Pupils with medical needs are identified and policy procedures ensure effective support	Autumn 2010	
Set up new Sensory Room	Head Teacher, Inclusion Manager and TAs guiding implementation of contractual refurbishment of Tardis room	The completely refurbished room is being successfully used to meet the needs of appropriate children	Easter 2012	Partially completed and room being used in Autumn term2011. Final completion due Easter 2012
IDP Training for all staff	Staff use evaluation tools to identify needs Staff identify children to benefit from strategies Targets set in TAs PM	All staff are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	From Autumn 2010	IDP statategies had significant impact on identified children July 2011
Extra curricular/after school clubs activities are planned to ensure the participation of the whole range of pupils	Inclusion Leader monitors groups to ensure accessible to all vulnerable groups of children	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	Ongoing	SEN SEF 09-10
SEND & vulnerable groups of learners progress is monitored	Inclusion Leader monitors groups to ensure appropriate provision to enable access to the curriculum for all and to identify any areas of underachievement	SEND & vulnerable groups of learners progress is monitored Any issues arising are addressed e.g. adapt provision	Ongoing	
Ensure staff are aware of the needs of SEND & vulnerable groups of learners in	Inclusion Leader attends Inclusion briefing meetings & relays relevant	All staff are aware of issues relating to Access	Ongoing	

light of the DDA	issues and practices to staff			

Use of ICT to Improve the Curriculum Access
An ICT audit was conducted by the Inclusion and Foundation Stage Leaders and a number of recommendations made

Target	Actions	Outcome	Timescale	Achieved
To ascertain if pupil whose primary need is physical would benefit from use of a laptop	Apply to SEN Team for ICT assessment of the EYA+ pupil	The needs of the pupil are properly supported with appropriate ICT	Application being submitted March 2012	
ICT support for FS children with visual impairment	Appropriate use of PC and Big Screen in Foundation Unit	Pupils with visual impairment have better access to learning	From Feb 2012	Achieved
Appropriate and correct provision and use of ICT and allied resources for pupils with visual impairment and colour blindness	Advice being sought from Vision Support Services	Pupils with visual impairment and colour blindness have better access to learning	March 2012 Advice requested response awaited	Achieved 30 Apr12 Staff briefed

Improving the Delivery of Written Information

Target	Actions	Outcome	Timescale	Achieved
Offer school prospectus, school newsletters, topic information & other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all Use services available through the LEA for converting written information into alternative formats if needed		
Continue to raise the awareness of adults working at and for the school on the importance of good communication systems.	Good communication focus in SDP INSET 2009-10 and theme in TA meetings Awareness raised at whole staff meetings at INSET in Autumn terms.	Good communication between staff and home/school link ensures needs of all children are highlighted and necessary provision can be put in place	Ongoing	2009-10 Whole staff INSET &TA meetings 2010-11 & 2011 Aut Whole staff INSET

Mudeford Community Infants School

Equality Impact Assessment (EqIA) for Accessibility Policy and action Plan

Name of policy or function being considered:	**Accessibility**
Name of person completing this assessment:	**John Churchill**
Date assessment completed:	**Sept 2012**
1. Is this a new policy or a review of an existing one? Review	
2. What are the aims and objectives of the policy review? To provide a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.	
3. What needs or priorities is the policy designed to meet? Key aspects of the school's physical environment, curriculum and written information.	
4. Who and/or what has been involved with implementing the policy, strategy, procedure or function? The headteacher and the SLT, Staff and Governors	
5. In relation to the policy/service what do you think are the main issues, positive and/or negative, relating to the different equality groups? Race/ethnicity (includes minority ethnic groups and Gypsies/Travellers) – No impact	

Gender – No impact

Disability – Positive impact to maximise the opportunity for inclusion in all school activities as appropriate for all pupils, staff and visitors

Religion, Faith or belief – No impact

Sexual Orientation – No impact

Transgender – No impact

Age – No impact

Rural isolation/exclusion/deprivation/other issues – No impact

6. How does the current policy meet the needs of these equality groups? If it doesn't where are the gaps? **(Findings and actions to be structure on an action plan/ school improvement plan.)**
The action plan and the SDP identify and address the needs

7. Are there any aspects of the policy / function that result in quantifiable or different quality outcomes for different groups (higher or lower uptake/failure to access/receive a poorer or inferior service/evidence that different groups have different needs)? No
8a. What does data from existing sources tell you about the current policy/service in terms of meeting the needs of the different equality groups? The needs are being met 8b. What does consultation with stakeholders / beneficiaries tell you about the current or proposed policy/service? (*Your sources could include, for example, parental responses, pupil feedback/comments, working party findings or event feedback.*) Responses, feedback and comments indicate their needs are being met
9. What gaps have you identified and what further data/consultation do you need carry out if any? **(Findings and actions to be structure on an action plan/ school improvement plan.)** The action plan and SDP identify the gaps and include the actions
10. In what way(s) might this service or policy have an adverse impact on the grounds of race/ethnicity, gender, disability, age or religion? Please give your reasons/evidence for this, use your answers from box 5 - 9. *(Note: "Adverse impact" means that the policy or service is disadvantageous to one or more groups of people.)* Failure to adhere to this policy could have and adverse impact on disabled pupils, staff and visitors
11. If you have identified that the service or policy is having, or might be having, an adverse impact, is it justifiable or legitimate? Please give your reasons for this. N/A

12. If you have concluded that the adverse impact or the discrimination is justifiable or legitimate, you will need to explain your actions and reasons to people. This is because we have a statutory duty to promote good relations between people of different groups. You will need to think what action could be taken to mitigate the adverse impact on people. **(Findings and actions to be structure on an action plan/ school improvement plan.)**
N/A

Date presented to the Governing Body:	
Date agreed by the Governing Body:	
Signed by chair of Governor Committee	