



Accessibility Policy

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Frequency of review:	3 Years
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Version:	3.0

Introduction

Doddinghurst Infant School wants all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Purpose of plan

This plan shows how Doddinghurst Infant School intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits).
- Improving access to the physical environment of school (this includes improvements to the physical environment of the school and physical aids to access education).
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe).

Contextual information

Doddinghurst Infant School enjoys a rural position close to the center of Doddinghurst Village. It opened in January 1970 and since then the buildings have been extended and improved. We are currently looking into a program of remodeling the grounds, including redesigning our pond and allotment area. The school is on one level and has a disabled toilet and shower room. Wheelchair access is via a new ramp constructed in July 2021. Hand rails have been placed on the external doors in Year 1 classes and hand rails on the EYFS slope to the outside learning area.

Current range of known disabilities

Doddinghurst Infant School is a mainstream school with an inclusive ethos which ensures that all pupils achieve their potential. There are four broad areas of special educational need defined in the SEN Code of Practice (2015) which have been identified at our school.

These are:

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or physical needs

Data is collected through the school census on the levels and types of need to the Local Authority.

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#)

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#) 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Increasing access for disabled pupils to the school curriculum

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits with the appropriate support required.

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Improving the physical access

Intent	Implementation	Time Scale	Intended Impact
To be aware of the access needs of disabled children, staff, governors and Parents/ Carers.	<ul style="list-style-type: none"> • Ensure the school staff and Governors are aware of access issues ('Access' means 'access to' and 'access from'). • Create access plans for individual disabled children as part of the SEND process. • All disabled stakeholders can access areas of school used for meetings. • Stakeholders to inform the headteacher if they have issues accessing any areas of the school. • Ensure a Personal Emergency Evacuation plan (PEEP) is in place for any child/stakeholder with a disability. • Consider access needs during recruitment process. 	As required	<ul style="list-style-type: none"> • SEND objectives are in place for disabled pupils, and all staff are aware of pupils 'needs. • All staff and Governors are confident that their needs are met. • With continuous monitoring ensures that any new needs arising are met. • All stakeholders, parents, pupils and Governors have full access to all areas of the school. • PEEPs are prepared and reviewed as individual needs change.
Access to disabled toilet and shower facility.	<ul style="list-style-type: none"> • The disabled toilet is fully equipped for the children who are currently accessing the facility. 	On-going	<ul style="list-style-type: none"> • Pupils have access to the disabled area to support their needs
There are enough fire exits around school that are suitable for people with a disability.	<ul style="list-style-type: none"> • Ensure staff are aware of need to keep fire exits clear and relevant fire exits have ramps/hand rails where needed. 	Daily	<ul style="list-style-type: none"> • All disabled personnel and pupils have safe exits from school.
Provide accessible car parking.	<ul style="list-style-type: none"> • Disabled members of staff and visitors have a place to park in the staff car park near the playground gates into the left 	On-going	<ul style="list-style-type: none"> • There is a place for disabled members of staff and visitors to park throughout the school day.

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	<p>hand side of the school or alternatively near the main reception entrance.</p> <ul style="list-style-type: none"> The gate into the playground/ door into main reception area can be opened to allow people with mobility issues/ wheel chairs to access the main school building. 		
<p>All school visits and trips need to be accessible to all pupils.</p>	<ul style="list-style-type: none"> Ensure venues and means of transport are vetted for suitability and relevant risk assessments are completed prior to school visits. Develop guidance on making trips accessibly available to all parents/ carers. 	<p>On-going</p>	<ul style="list-style-type: none"> All pupils are able to access all school trips and take part in a range of activities.
<p>Review PE curriculum to ensure PE is accessible to all pupils.</p>	<ul style="list-style-type: none"> Review PE curriculum to include disability sports. 	<p>Annually</p>	<ul style="list-style-type: none"> All pupils have access to PE and are able to excel, for example via support from an adult.
<p>Disabled children can take part equally in lunchtime and after school activities.</p>	<ul style="list-style-type: none"> Discuss with staff who run after school clubs, and people running other clubs after school (Chuckles), the support needed to be available as well as access issues into the Junior School where Chuckles is located. Ensure there is a way of getting children with mobility issues/ wheelchairs to all, areas of the school where sports clubs usually take place – including outside areas and Junior School. 	<p>As required</p>	<ul style="list-style-type: none"> All pupils are able to access and participate equally in afterschool and extra-curricular clubs.

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<p>Support staff have specific training on disability issues.</p>	<ul style="list-style-type: none"> • Identify any training needs during LSA meetings, Pupil Progress and One Plan meetings. 	<p>On-going</p>	<ul style="list-style-type: none"> • Raised confidence of support staff when working with pupils that have additional mobility needs.
<p>Disabled children can move freely from classrooms to the hall and other areas of the school building.</p>	<ul style="list-style-type: none"> • Ensure the corridor leading up to the hall from all classroom areas is clear of obstructions and doors are safely open. 	<p>On-going</p>	<ul style="list-style-type: none"> • Access to the school hall is clear with no obstructions and is therefore accessible for all.
<p>Maintain safety for visually impaired people.</p>	<ul style="list-style-type: none"> • If any children/ visitors to the school have a visual impairment this will result in yellow paint/ hazard tape being needed on step edges and door exit edges. • Check any exterior lighting is working on a regular basis, particularly in the winter months when the darker evenings draw in. • Put hazard tape on poles and exterior edges that 'jut out' and additionally at end of play equipment to help visually impaired children. 	<p>As required</p>	<ul style="list-style-type: none"> • Visually impaired people feel safe on school grounds. • Yellow edges, flashing beacons and exterior/ interior lighting are to be monitored as needed throughout the school year.