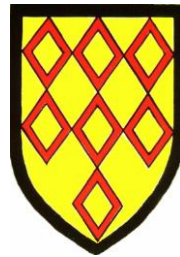


**West Sussex Education Authority**

# **Nyewood CE Infant School**

**“SMILING, CARING AND LEARNING TOGETHER ON A JOURNEY WITH GOD”**



## **Accessibility Policy**

Policy Date: January 2023

Review Date: January 2024

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an 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.

2. Nyewood CE Infant School plans, over time, to ensure the accessibility of provision for all pupils, staff and visitors to the school.

3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated annually.

4. The Accessibility Plan will contain relevant actions to:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. 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 and make reasonable adjustments to the delivery of written information to pupils, staff, parents and visitors with disabilities. Examples might include hand-outs, 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 Action Plan will include access for physical accessibility.

6. The Accessibility Plan will be available to all stakeholders on the school website.

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

9. The Plan will be monitored through the Finance and General Purposes Committee.

10. We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.

### Nyewood CE Infant School Accessibility Plan 2021-2023

Priority	Lead	Action	Time	Success Criteria
<b>Access to information</b>				
Availability of written material in alternative formats	SLT	Staff aware of services available through LA Disabled people aware of facilities through signs and newsletters etc. Improve availability of information for parents – display appropriate leaflets for parents to collect	In place and ongoing	Information to disabled pupils / parents as appropriate. Written information available in alternative formats. Take-up of information leaflets by parents.
Effective communication with parents	SLT	Regular meeting with parents of pupils with inclusion needs arranged	In place and ongoing	Parents fully informed
Maintain medical needs register and ensure all staff are aware of children's needs in their class	SLT	Individual medical plans in place for all children with medical needs Regularly update medical lists in all classrooms	In place and ongoing	School more aware of children's needs Individual children's medical needs met
<b>Access to the curriculum</b>				
Training for teachers on differentiating the curriculum	SLT	Staff professional development	In place and ongoing	Increased access to the curriculum Needs of all learners met
Maintain programme of training for TAs to support their work with children with disabilities	SLT	Annual performance management for all support staff Termly training for TAs Regular evaluations to show future needs	In place and ongoing	TAs continue to feel confident and are able to meet the children's needs to access the curriculum Increase in access and quality of provision for pupils
Appropriate use of specialised equipment to benefit individual pupils and staff	SLT	Special equipment introduced as appropriate on advice of outside agencies or specialist in school staff Staff trained as appropriate	In place and ongoing	Increased access to the curriculum Needs of all learners met
Continue to improve the quality of provision for children with specific special needs	SLT	Provide a safe space where children who suffer from over stimulation can receive supervision appropriate to their needs	Complete	The school experience enhanced for children with specific special needs
EAL pupils have appropriate support to enable them to access the curriculum	SLT	Regular staff training provided Tablets provided to enable all children to access the curriculum with language support where appropriate	In place and ongoing	Enhanced access for EAL pupils to the curriculum
Monitor performance of children with Inclusion Lead and set targets as necessary	SLT	Use ILPs and internal data to measure performance over time	In place and ongoing	Clearer picture of individual pupil's progress Intervention as appropriate for pupils when performance is causing concern
<b>Access to physical environment</b>				

Provision of wheelchair accessible toilets	SLT	Maintain a wheelchair accessible toilet	In place and ongoing	Physical accessibility of school increased
Access into school and reception to be fully compliant	SLT	Designated disabled parking space created when required Automatic doors fitted to main entrance and regularly maintained Clear route through school for disabled people, allowing access to all areas for most wheelchairs	Complete	Physical accessibility of school increased Following major capital building programme, main entrances and buildings are fully accessible
Maintain Safe Access around exterior of school		Ensure that pathways are kept clear of vegetation Make sure grounds maintenance contractors know which areas to prioritise	Ongoing	Disabled people to move unhindered along exterior pathway