

Henry Bradley Nursery & Infant School Accessibility Plan 2019-2021

Introduction

The SEN and Disability Act 2005 extended the Disability and Discrimination Act 1995 to cover education. Since September 2002, the Governing Body has had three key duties towards disabled pupils, under Part 4 of the DDA:

- Not to treat disabled pupils less favourably for a reason related to their disability;
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
- To plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. Increasing the extent to which disabled pupils can participate in the school curriculum;
2. Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Henry Bradley Nursery & Infant School is a fully inclusive school and recognises the individual needs of its pupils, parents and staff. We operate under an Equal Opportunity policy and an Anti-discrimination policy and endeavour to maximise the potential of all our children.

As part of our CPD, staff have undertaken specialist training in all areas of Safeguarding/Child Protection, including e-safety and First Aid. Staff have also been trained in the new SEND code of practice.

The school seeks to identify training opportunities for all the school community.

The school has identified its priorities through consultation and data analysis. There are 148 children currently on role with six classes with an additional 36 children in Nursery as of 1st September 2017. We have a PAN (pupil admission number) of 60 and our classes are single year groups.

The school has close links with a range of outside agencies that provide valuable support.
 We currently have 1 EAL child in school and 1 child in care. We have 24% of children on FSM.
 There is a daily Health & Safety/Risk Assessment check of the school grounds and risk assessments are carried out for all extra curricular and offsite school activities.

This Accessibility Plan is informed through discussion with staff and Governors, the School Council, children and parent questionnaires and formal and informal discussions with parents and the wider community.

Action Plan

Target	Action	Lead Responsibility & Key Personnel	Resources & Costing	Performance Indicators/Exit Criteria	Monitor & Review	Evaluation
Short Term	Ensure marking repainted to support visually impaired movement round school.	Resources committee, Headteacher.	Option 1.	Visible markings (in bright yellow paint) on steps, door steps, curb edging and playground edging.	Resources committee, Headteacher, Deputy Headteacher.	Resources committee feed back to Governing Body, Headteacher to disseminate improvements to parents.
	To ensure the provision of modified	T&L committee, Headteacher,	Designated school allowance.	Curriculum & test/task materials purchased/provided	T&L committee, Headteacher,	T&L committee feed back to

	materials is available for all children to have easy access to the curriculum.	Deputy Headteacher & SENDCO		for children who need modified materials. Resources purchased to support learners by ensuring the school is inclusive in its outlook.	Assistant Headteacher & SENDCO.	Governing Body, Staff to disseminate improvements to parents & carers.
Medium Term	Disability Equality Scheme reviewed. When decorating, ensure doors are all painted in the same contrasting colour to walls.	Resources committee, Headteacher. Allocate budget for redecoration	Photocopying budget. DFC	Provision caters for school community needs. Ensure colour contrast is adequate for recognition of doorways for partially sighted members of community.	Resources committee, Headteacher, Deputy Headteacher. Resources committee, Headteacher, Deputy Headteacher.	Resources committee feed back to Governing Body, Headteacher to disseminate improvements to staff, parents and carers. Resources committee feed back to Governing Body, Headteacher to disseminate improvements to parents.

	Ensure clear signing in school for all school users.	Resources Sub-committee, Headteacher.	DFC	Signs - in writing and symbols - displayed appropriately at differing heights so adults, children and wheelchair users can see.	Resources committee, Headteacher, Deputy Headteacher.	Resources committee feed back to Governing Body, Headteacher to disseminate improvements to parents.
Long Term	Wheelchair access in and around school. (Risk Assessed)	Resources committee, Headteacher.	Property Maintenance - Option One or DFC.	<p>Permanent ramps to main external doors with temporary ramps available for any external classroom doors.</p> <p>Wheelchair access to all outdoor areas without need to leave school grounds.</p> <p>Variable height desks in all classrooms. Door furniture modified if necessary.</p> <p>Disabled toilet facilities are maintained.</p>	Resources committee, Headteacher, Deputy Headteacher.	Resources committee feed back to Governing Body, Headteacher to disseminate improvements to staff, parents and carers.

	To provide disabled parking and access to school.	Resources committee, Headteacher.	Property Maintenance - Option One or DFC.	Parking bay allocated for disabled parking to provide wheelchair access into school.	Resources committee, Headteacher, Deputy Headteacher.	Resources committee feed back to Governing Body, Headteacher to disseminate improvements to parents.
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