

# Meath Green Infant School



## Accessibility Plan November 2023 to November 2026

### 1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- **Increase access to the curriculum** for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life. 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 or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- **Improve the physical environment** of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- **Improve the availability of accessible information to disabled pupils.** 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 timeframe.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. 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. The school will also remove or minimise any potential barriers to learning allowing all children to achieve and participate fully in school life. Meath Green Infant School will challenge negative attitudes about disability and accessibility and aim to develop a culture of awareness, tolerance and inclusion.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including an understanding disability.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. The complaints procedure should be referenced for any concerns relating to accessibility in the school.

### 2. 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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their 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.

### 3. Action Plan

Aims	Current Good Practice	Actions to be Taken	Person Responsible	Completion Date	Success Criteria
<p><b>Increase access to the curriculum for pupils with a disability</b></p>	<p>Meath Green Infant School offers a differentiated curriculum which meets the needs of all pupils.</p> <p>There is high staff expertise and understanding of SEND.</p> <p>Teachers and support staff use resources tailored to the needs of pupils who require support to access the curriculum (Now/Next boards, visual timetables, Makaton etc).</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Pastoral care is adapted to meet needs for pupils with disabilities as required.</p> <p>The school continues to address and monitor the needs of the individual via existing arrangements such as Annual Review Meetings and SEND Support Plans.</p> <p>Professional reports and recommendations are closely followed, ensuring all strategies are in place.</p>	<p>Continue to review the curriculum to ensure it meets the needs of all pupils, including those with a disability through subject audits.</p> <p>Ensure curricular resources and exemplars include images and celebration of people with disabilities.</p>	<p>Subject Leaders</p> <p>SENDCo</p>	<p>Reviewed at the end of each term</p>	<p>Children with a disability to make good progress in all areas of the curriculum.</p> <p>Through lesson observations, evidence to be seen of appropriate resources being used to celebrate all children, including those with disabilities.</p>



<p><b>Improve the delivery of information to pupils with a disability</b></p>	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Large print resources</li> <li>• Reading rulers</li> <li>• Internal signage</li> <li>• Pictorial or symbolic representations</li> <li>• Pale blue exercise books for children with Dyslexic tendencies</li> <li>• Pale blue whiteboards for children with Dyslexic tendencies</li> </ul> <p>All staff are encouraged to use a pale blue or buff background on their IWBs to improve access to information for children with Dyslexic tendencies.</p> <p>The SENDCO liaises with specialists/therapists where appropriate, and responds to any recommendations. The SENDCo will then feedback any information to the class teachers.</p> <p>Some staff are trained in early Makaton to help to communicate with children who need additional support with their communication skills.</p>	<p>SENDCo to ensure that individual Support Plans include resources and adaptations where necessary.</p> <p>SENDCo to ensure all teachers are using pale blue/buff-coloured backgrounds for their IWBs.</p>	<p>SENDCo</p> <p>SENDCo</p>	<p>End of Summer term and as individual needs arise.</p>	<p>All children with a disability will be able to access all information within the school.</p> <p>Reviews show that wherever possible, recommendations have been acted upon (or an alternative solution identified).</p> <p>All teachers to be using pale blue/buff backgrounds on their IWBs</p>
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#### 4. Monitoring Arrangements

This document will be reviewed formally every three years, but will be reviewed and updated more frequently if necessary.

It will be approved by the full governing body.

#### 5. Links with Other Policies

This accessibility plan is linked to the following policies and documents:

- Risk Assessments
- Health and Safety Policy
- Equality Information and Objectives
- Special Educational Needs and Disabilities (SEND) Information Report

Policy Last Reviewed:	November 2023 <i>N.B. Checked and updated each term</i>
Approval Minuted:	22 <sup>nd</sup> November 2023
Date of Next Review:	November 2026

**Appendix 1: Accessibility Audit**

Feature	Description	Actions to be Taken	Person Responsible	Date to Complete
Number of storeys	One	N/A	N/A	N/A
Corridor Access	Generally, of an accessible width but can become difficult to access if coats and bags left untidily.	Teachers will be given consistent and regular health and safety messages with regards to maintaining a clear floor. Where appropriate, additional signage will be used.	Class Teachers and School Business Manager	Ongoing
Parking Bays	One disabled parking bay.	None – this is currently sufficient.	N/A	N/A

Entrances	There are two entrances to the school site. All are fully accessible.	None apart from routine inspections of entrances.	Site Controller	Ongoing
Ramps	There are ramps providing access to the main building.	None.	Site Controller	Ongoing

Toilets	There are sufficient disabled toilets in good order.	None apart from routine inspections.	Site Controller	Ongoing
Reception Area	This is fully accessible. However, some visitors may require assistance with doors and our electronic sign-in system.	Reception Staff to have a procedure in place for assisting with doors and signing in.	Office Manager	Ongoing

Internal Signage	There is adequate signage around the school.	Signage checked that they are still in place and not damaged.	Site Controller	Ongoing
Emergency Escape Routes	These are in place.	Review in light of any Personal Evacuation Plans (None at present).	Office Manager	Ongoing