



Littleton C. of E. Infant School

Accessibility Plan

Review Period: Annual

Status: Statutory

Next review Date: September 2018

Introduction

We aim to follow Part 4 of the Disability Discrimination Act 1995 (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 of a substantial disadvantage
- To plan to increase access to education for disabled pupils

Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA):

“A person has a disability 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 carry out normal day to day activities.”

Key Objective

This plan sets out the proposals of the Governing Body of the school to increase access to education for children with disabilities in the three areas required by the planning duties in the Disability Discrimination Act 1995 (DDA):

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;

It is a requirement that the school's Accessibility Plan is resourced, implemented, reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

Principles

At Littleton Infant School, we aim to provide an accessible environment as is reasonably possible, which values and include all children, staff, parents and visitors, regardless of their education, physical, sensory, social, spiritual, emotional or cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

We believe our school creates an environment where all are proud of their achievements and respect for one and others; is at the heart of our community. In order to make best use of resources available to SEND children in our school, we respond to needs as they emerge, predicting when possible. In this way we can develop solutions tailored to individuals. Underlining these aims is the principle that each child, irrespective of gender, ability or cultural or ethnic background will be given equal opportunity to the whole curriculum.

It is acknowledged that there will be the need for on-going awareness training for all staff and governors in the matter of disability discrimination and the potential need to inform attitudes on this matter.

The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- *Equality Policy and Scheme*
- *Health and Safety Policy and guidelines*
- *SEND Policy*
- *Behaviour Management Policy*
- *School Development Plan*
- *Educational Visits Policy and procedures*
- *Teaching and Learning/Curriculum Policy*

The school will work in partnership with Surrey County Council and The London Diocesan Board for Schools in developing and implementing this plan. The Plan will be monitored by the Governing Body.

Provision for disabled pupils is closely linked with the existing provisions for pupils with special educational needs. These are the same duties as previously existed under the DDA and have been replicated in the Equality Act 2010.

LITTLETON CE INFANT SCHOOL ACCESSIBILITY PLAN 2017 – 2020

IMPROVING THE CURRICULUM

	Targets	Strategies	Outcome	Timeframe	Achievements
Short Term	<p>Within the new curriculum design ensure:-</p> <ul style="list-style-type: none"> • all areas can be accessed by children with physical disabilities. • effective differentiation for children with SEND. • continued promotion of individuals with disabilities across the school. 	<ul style="list-style-type: none"> • Subject Leaders to ensure there is inclusion within their subject. • Classrooms to be adapted for teaching where needed. • Sharing of good practice regarding planning. • Observations, feedback, work scrutiny and monitoring of planning and children's work. • Posters, resources, worship time to raise awareness. 	<p>All areas of the curriculum are taught within a suitable teaching area.</p> <p>Any child with a difficulty is taught within suitable teaching areas and as close to toilet facilities and communal areas as required.</p> <p>Timetables, observations, planning and evaluations show full access and differentiation.</p> <p>Greater awareness of disability.</p>		
Medium Term	All staff and governors are aware of disability issues and their impact on the school.	Provide on-going training for staff and governors	The whole school community is aware of issues relating to access.		
Long Term	Update resources to raise awareness of disability.	<ul style="list-style-type: none"> • Audit and update of all curriculum resources to raise awareness of disability. 	Improvement of standards of support and provision.		

**LITTLETON CE INFANT SCHOOL
ACCESSIBILITY PLAN
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IMPROVING THE PHYSICAL ACCESS

	Targets	Strategies	Outcome	Timeframe	Achievements
Short Term	Ensure vehicular access at the front of the school. Ensure that the nursery and School Library Bus have ramped access				
Medium Term	Ensure wheelchair users or those with walking aids or who have a visual impairment can access all areas of the school.	Consider disabled parking space outside of school entrance.			
Long Term					

IMPROVING THE DELIVERY OF SEND PROVISION

	Targets	Strategies	Outcome	Timeframe	Achievements
Short Term	<p>Ensure SEND children are making at least good progress</p> <p>Ensure provision for SEND children is effective regarding: Differentiation TA support within the classroom Adapted curriculum INCLUDE SEND children in mixed ability groupings wherever possible</p> <p>Improve home learning arrangements for SEND children who require adaptations.</p>	<ul style="list-style-type: none"> • Data analysis, progress meetings with staff and interventions to be delivered. • SEND support to follow external advice • SEND interventions • Effective evaluation / Provision maps and Teacher intervention. • Overlays where needed • Resources to be provided to support children where needed. 	SEND children to make improved progress.		
Medium Term	Ensure all the various needs of children/parents and staff with disabilities are considered and met where possible.	<ul style="list-style-type: none"> • Individual needs catered for 	All needs to be met for pupils shown through Provision Map.		
Long Term	To gain a greater awareness of disability and accessibility issues. Adapt provision to meet the needs of new children, subject to limitations:	<ul style="list-style-type: none"> • Provide training for staff and governors on the delivery of SEND provision. • School to be fully inclusive 	All staff and governors are fully informed about relevant issues.		

	time/budget.				
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