**Pentland Infant and Nursery School**

**Accessibility Plan 2020-2023**

**Introduction**

The Equality Act 2010 replaced previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils.

Our school’s accessibility plan enables us to :

• Maximise the extent to which disabled pupils can participate in the curriculum

• Improve the physical environment of school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and

• Improve the availability of accessible information to disabled pupils

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.”

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

**Vision and values**

At Pentland we believe that all children and young people have the right to be healthy, happy and safe; to be loved, valued and respected; and to have high aspirations for their future. We believe that inclusion is the process of taking necessary steps to make sure that every child is given equality of opportunity to develop socially, to learn and enjoy community life. We recognise the need to provide adequate resources for implementing plans and will regularly review them.

**Principles**

Pentland School recognises its duty under the DDA (as amended by the SENDA):

* not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
* not to treat disabled pupils less favourably
* to take reasonable steps to reduce any disadvantages for our disabled children.
* to publish an Accessibility Plan.

Pentland school recognises and values parents’ knowledge of their child’s disability and its effect on his/her ability to carry out normal activities, and respects the parents’ and child’s right to confidentiality;

As a school we provide all our children with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles

The achievement of disabled children will be monitored and we will use this data to raise standards and ensure inclusive teaching.

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

* Behaviour Management Policy
* Curriculum Policies
* Emergency Plan
* Health & Safety Policy
* School Improvement Plan
* Additional Needs Policy
* Teaching and Learning Policy

**Physical Environment**

Pentland Infant & Nursery school is a single storey building with relatively wide corridors and several access points from outside. The land upon which the school and nursery are built is flat. All access points are flat and level or ramped thereby ensuring easy access for wheelchair users. Main doors into the school and nursery building are wide and accessible for wheelchair users. Doors within the main school corridor are also wide to enable access to wheelchair users.

The school has internal emergency signage and emergency lighting. All escape routes are clearly marked.

We have two disabled toilet within the main school building with handrails and emergency pull cords.

We have onsite disabled parking places available close to the main entrance of school.

**Curriculum**

Improving teaching and learning is at the heart of the school’s work. The school follows the National Curriculum and the Early Years Foundation Stage Curriculum. Through self-evaluation and continuous professional development (CPD), we aim to enhance staff knowledge, skills and understanding to promote outstanding teaching and learning for **all** children. We aim to meet every child’s needs within mixed ability inclusive classes. Additional adult support and/or specific resources are used to enable pupils with additional needs to fully access the curriculum.

It is a core value of the school that all pupils are enabled to participate fully in the broader life of the school, including participation in clubs and educational trips/visits.

Where appropriate, external advice and guidance is sought, eg. the educational psychologist, speech and language therapists, occupational therapist, etc.

**Information**

Information about the school is generally in a written format. This can be provided in larger print if requested or a member of staff will go through the information with a parent/carer on a one-to-one basis. Heritage language translations are provided when needed. Information can also be accessed on the school website.

**Management, co-ordination and implementation**

The governors and the senior leadership team (including the SENCO) will consult with outside agencies and the Local Authority if and when new situations regarding children with disabilities arise.

**Action Plan**

See attached (Appendix 1)

***Pentland Nursery and Infant School]***

**Accessibilty Action Plan April 2020-April 2023**

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| **Objectives** | **Action** | **By whom** | **By when** | **Success Criteria** | **Resources** | **Monitoring/Evaluation** |
| Improving the physical environment |  |  |  |  |  |  |
| To ensure that the physical environment meets the needs of pupils and adults with disabilities. | To provide CPD for staff regarding appropriate learning environments/ provision such as suitable seating arrangements and hearing loop training for our HI, Dyslexia friendly classrooms for our dyslexic learners. | Senco / external agencies | May 2020 for HI adjustments.  Dyslexia friendly classroom checklists roll out Sept 2020. | All classrooms provide inclusive adjustments as needed. | SEN budget for resources/ training. | SMT/ Governors to monitor to ensure all classrooms provide inclusive adjustments as needed when conducting learning walks. |
| School is aware of the access needs of disabled children, staff and parents/ carers. | Create access plans for individual disabled children/adults as part of the Induction/ needs review process.  To consult and work with the whole school community to gather appropriate information. | SMT team/ Office staff | As necessary | Individual plans in place for disabled children and parents when deemed appropriate.  Use information gathered to plan adjustments. | SENCO/ SMT time-as and when needed. | SMT to monitor access plans for individual children when deemed appropriate. |
| Ensure that all disabled pupils can be safely evacuated. | Put in place Personal Emergency Evacuation Plans for pupils when appropriate.  Ensure designated staff are aware of their responsibilities.  Regular evacuation practices (known and unknown). | SMT team in conjunction with SENDco/ class teachers | Roll out Sept of each academic year. Review as necessary for necessary adjustments. | All disabled children can evacuate the building safely and quickly in an emergency. Staff are confident in evacuation strategies. | SENCO/ SMT time as and when needed. | SMT to monitor Personal Emergency Evacuation Plans for Sept of each year and SENDCo to monitor throughout the year. |
| Increasing pupil participation in the school curriculum |  |  |  |  |  |  |
| To ensure that the school community is aware of disability and equality issues and the school’s duties and staff receive relevant training. | Provide regular slots in school newsletter promoting disability equality and inclusion. Display in public space e.g. Paralympians, No Pens Day.  Regular discussions with School Council. Half -termly assemblies. Social, Emotional and Mental Health awareness raising across school. Facilitate regular support sessions from MHST . | HT/SENDCo | On going | Disability and equality issues are regularly publicised to the whole school community. Improved awareness and support for children and adults across school. | SENCO/ SMT time | SMT/ Governors to monitor to ensure disability and equality issues retain a high profile in school during their learning walks around school. |
| To ensure that provision for disabled pupils is personalised, differentiated and resourced to effectively meet their needs and is regularly reviewed enabling them to make good progress. | SENDCo , class teacher and office staff to work together to identify disabled pupils . Teaching staff to plan and deliver tailored provision.  Provision and progress to be monitored at least termly in collaborative review meetings.  Continue to foster good links with range of agencies offering specialist support and guidance e.g. VI/HI Teams, Independent SALT, School Nurse  Reasonable adjustments to be made for formal assessments e.g. SATs, phonics screening. Arrangements to include appropriate adaptations of teaching environments and strategies adapted.  Provision of specialist resources such as special grip pens, coloured overlays, writing easels, etc.  Creative use of support staff.  Ensure effective use of ICT to support disabled pupils’ access to the curriculum. | SMT team/ class teachers | Provision and progress to be monitored at least termly in collaborative review meetings.  Prior to formal assessments ensure access arrangements are in place which reflect ongoing classroom practice. | Observations of lessons and learning walks and scrutiny of children’s work confirm effective differentiation.  All pupils are making at least good progress as confirmed by assessment and tracking data, and Foundation Stage scores and End of Key Stage Teacher Assessments  Disabled pupils in school are fully supported and make good or better progress | SENDCO/ SMT time-half termly audit | SMT/ Governors monitor progress and provision of the individuals to ensure provision is effective and progress is good.  SMT/ Governors/ ICT Co-ordinator to ensure ICT is being used effectively to support using evidence from learning walks/ book scrutiny. |
| To ensure that all pupils have regular opportunities to access extended schools provision. | To monitor pupil participation in before school, lunchtime and after school clubs ½ termly. | Deputy/ Senco | Half termly as new clubs start. | All vulnerable pupils, including those at SEN Support and with an EHCP and pupils identified as disabled access at least one club per week on a regular basis. | Deputy/ SENco-half termly audit | SMT team to monitor half termly to ensure uptake. |
| To ensure all school trips are accessible to all. | Individual risk assessments undertaken for specific pupils.  Site visits undertaken by designated staff prior to the visit.  Involve parents in decisions.  Provide extra support for vulnerable pupils. | All teaching staff | As appropriate | All children able to take part in school trips safely and confidently. | SMT time-termly audit. | SMT team monitor risk assessments and attendees termly. |
| To ensure that disabled pupils are fully represented and their views are heard in class and across school in a range of groups e.g. School Council, | Monitor make up of all established pupil groups to ensure disabled pupils are fully represented .e.g. School Council | All teaching staff | On going. | Disabled students are fully represented in all aspects of school life. | SMT time-termly slot on agenda. | SMT team monitor representation and participation termly. |
| Improving the delivery of communication and information access. |  |  |  |  |  |  |
| To ensure that disabled adults in the school community have regular opportunity to disclose disability issues and reasonable adjustments are made | Conduct an annual disability questionnaire for adults in the school community.  Identify Key groups through admission forms, newsletter reminders and through 1:1 conversations.  SMT to use this information to review and adapt policy and practice and make reasonable adjustments. | SENDCo | Questionnaire  Once a year. | Disabled adults in school are fully identified and reasonable adjustments are made. | SMT time (1/2 a day) to analyse questionnaire findings. | SMT monitor information feedback through questionnaires and ensure that reasonable adjustments are carried out if needed. |
| To provide information that is accessible and easily understood by all. | School information is written in easily understood language.  School staff assist parents to access information and to complete forms/documentation.  Ask parents how they wish to access information.  School’s website is used to communicate information to stakeholders.  All staff to take care when writing letters and information to try and avoid jargon and complex language.  Headteacher to check all information before it is issued.  Information may need to be produced in different formats, eg. large print.  . | All staff | On going throughout the year. | Stakeholders can access desired information and understand such information.  Communication with stakeholders is effective.  Stakeholder satisfaction evaluated through questionnaires. | SMT/ ICT technician time | SMT monitor information feedback through questionnaires and 1-1 conversations.  Monitor website hits and number of app users. |
| Ensure all information is received by children in an appropriate format. | Ensure all key information is available on school website in an appropriate format. Adjustments could include,  modifying children’s questionnaires by  enlarging print, simplifying  language ,providing adult  support, or the use of heritage language.  Modify homework and  worksheets to ensure accessible to all. | HT/ All teaching staff | Ongoing | Children with disabilities have  greater access to information. | Funding from  school budget.  Staff meeting  time.  ICT Technician time | SMT monitor feedback from children’s questionnaires, feedback form children , learning walks and book scrutinies. |