**Pickering Community Infant and Nursery School**

**Accessibility Plan 2020-2023**

**Purpose of Plan**

The purpose of this plan is to show how our educational setting intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities.

**Definition of disability**

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 Aims**

To increase and eventually ensure for pupils/students with a disability that they have:

* total access to our setting’s environment, curriculum and information and
* full participation in the school community

**Principles**

* Compliance with the Equality Act is consistent with our school’s aims and equal opportunities policy and SEN information report.
* Our staff recognise their duty under the Equality Act:
* 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 avoid putting disabled pupils at a substantial disadvantage
* To publish an accessibility plan
* In performing their duties governors have regard to the Equality Act 2010
* Our school
  + recognises and values the young person’s knowledge/parents’ knowledge of their child’s disability
  + recognises the effect their disability has on his/her ability to carry out activities,
  + respects the parents’ and child’s right to confidentiality
* The school provides all pupils with a broad and balanced curriculum that is differentiated, personalised and age appropriate.

**Increasing access for disabled pupils to the school curriculum**

*This includes teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.*

* Due regard is given to considerations for access to all school visits and in school learning opportunities. Every effort is made to adapt provision accordingly to enable all pupils to participate, where it is safe to do so.
* Class teachers work closely with the SENDCo to develop bespoke curriculum planning for individuals, as appropriate.

**Improving access to the physical environment of the school**

*This includes improvements to the physical environment of the school and physical aids to access education.*

* Due regard is given to considerations for access to all when planning physical changes to the physical environment
* Adaptations and adjustments to the physical environment are made in consultation with the family and appropriate professionals, such as an occupational therapist, on an individual basis
* Recent adaptations have been made to increase access in our forest school area for all pupils and adults. Replacement of the bridge and an adapted dipping platform at the pond have been installed. This is an ongoing project. Access to playgrounds and outside areas from inside the school building have been improved where the physical constraints of the school site allow.

**Improving the delivery of written information to disabled pupils**

*This will include planning to make written information that is normally provided by the school to its pupils and parents available to disabled pupils and parents. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of an individual’s disability and pupils’ and parents preferred formats and be made available within a reasonable time frame.*

* A note on our regular school newsletter indicates how parents can access alternative formats. This is sent in a PDF version to allow all users to increase the size of the information sent out.
* Our dyslexia friendly classroom checklist, identifies a number of adaptations that can be made including with a focus on delivery of written information.

**Financial Planning and control**

The head teacher, SLT and the finance committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Accessibility Action Plan

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| **Access to the physical environment - statutory** | | | | | |
| **Accessibility Outcome** | **Action to ensure Outcome** | **Who responsible** | **Long, medium or short-term** | **Time Frame** | **Notes** |
| **To continue to maintain and improve upon safe access for all children, staff and visitors.** | Ensure steps are appropriately and clearly marked with yellow paint, updating as and when necessary. |  |  |  |  |
| Create a resource list for staff with information about potential targeted use of physical support equipment. |  |  |  |  |
| Ensure that there are sufficient supplies of resources such as wobble boards, sloped writing boards, coloured overlays, a range of pencil grips and spring loaded scissors for staff to access for use with children. |  |  |  |  |
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| **Access to the curriculum - statutory** | | | | | |
| **Accessibility Outcome** | **Action to ensure Outcome** | **Who responsible** | **Long, medium or short-term** | **Time Frame** | **Notes** |
| **Ensure that training for staff around supporting children with additional needs is strategic in the long term and responsive in the short term.** | A long term CPD plan specifically focusing on SEND is created and used to plan for appropriate training. |  |  |  |  |
| Annually update whole school provision maps. |  |  |  |  |
| Include these whole school provision maps in the development of packs of information for specific areas of need including ASD, Dyslexia, Sensory and Physical, Speech, Hearing and SEMH that are regularly used by staff. |  |  |  |  |
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| **Access to information, advice and guidance - statutory** | | | | |
| **Accessibility Outcome** | **Action to ensure Outcome** | **Who responsible** | **Time Frame** | **Notes** |
| **To improve accessibility of information shared between school and home** | Develop versions of some standard documents which use more basic language and structure. Easy Read is one system that can be used for this. | Head and SBM |  |  |
| Consider use of EAL County Services, where appropriate, including for initial family assessments. |  |  |  |
| Support staff in asking parents and carers about their need for adaptations and adjustments with written communication. |  |  |  |
| Add audio clip on school website to identify ways in which families can access information in different formats. |  |  |  |