

Newport Infant School

Accessibility Plan

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Policy Lead	Chris Pierce
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1. Starting points

1A: The purpose and direction of the school's plan: vision and values

Our school aims to offer the best possible environment for all children to come to learn readily and easily. The ethos is warm, secure, caring and friendly. In this calm and happy atmosphere the children receive a curriculum based on the best possible educational opportunities to allow full potential to be achieved.

Our school caters for all abilities and needs. We value each individual, each contribution from children, parents and the wider community. Positive attitudes of well-being and good behaviour are encouraged through mutual trust and respect; the cornerstones being praise, appreciation, encouragement and success.

We recognise that every individual has qualities and strengths to offer. We hold our disabled children in high esteem, providing extra support and resources when appropriate to cater for their needs. We work closely with parents and the Special Services Section in the support of these special children.

The school has set the following priorities for the development of the vision and values that inform the plan:

- To continue to develop the use of Makaton across the school
- To assess the need for the fire alarms to have a light and sound warning system.
- To assess the need for Braille signs around school and the Children's Centre.
- To assess the need for a colour coded map of school to be situated in the entrance hall

1B: Information from pupil data and school audit

Newport Infant School is an average sized infant school, with 222 boys and girls aged between four and seven years. There are nine classes. The proportion of pupils with special educational needs, including those with a Statement of Special Educational Need is similar to most schools. Pupil's particular needs include physical, learning and emotional and behavioural difficulties (OFSTED May 2005)

We recognise that the definition of a child with a disability includes any child who has difficulty accessing education and requires any special educational provision be made for them, that is additional to or different from the rest of the school population.

A disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry out normal day-to-day activities. The effect must be:

- substantial (more than minor or trivial)
- long-term (that is, has lasted or is likely to last for at least or for the rest of the life of the person affected)
- adverse

Current data:

There are 11 children on the SEN list

	Communication and interaction	Cognition and learning	Social emotional and mental health	Sensory and or physical needs
In school support				
Support from outside agencies	2	3		2
Statement/ EHCP	3			1

Our admissions procedures admit pupils who are already identified as having special educational needs, both with or without an educational statement and are in line with the LEA policy on Inclusion.

Liaison is made with the Nurseries within Newport prior to children starting school, this enables us to offer enhanced transition from the pre-school setting and provides a forum for school to fully understand the additional needs of the child and therefore ensure that appropriate provision is in place for their admission. Additionally it enables school to build a relationship with the child and family. Amendments to the school and staff expertise are factors that may attract children with significant additional needs to the school in the future.

Teaching Assistants are deployed according to their strengths, abilities and training. They provide very effective support and work closely with class teachers to ensure that the pupils make good progress towards their individual targets. There are no areas of the curriculum to which disabled children have no or limited access. Children who access support from outside agencies work towards targets based on their recommendations and plans. These may be achieved through in- class support or, where appropriate, interventions such as:

- speech and language
- Occupational therapy
- nurture group
- Teodorescu
- Fun With Movement

The school has the capacity to provide an individual programme of support for a statemented child who has additional needs that require specialist knowledge of Makaton and extensive occupational therapy. Teaching Assistants have the expertise to follow programmes set by outside agencies and in enabling children to access daily class learning.

All disabled children are able to take part in off-site activities. Individual children's requirements are taken in to consideration when planning for or making a risk assessment of an off-site visit and adjustments to venue or level of support are made accordingly. A coach company that is suitable for wheelchair users is used for school trips to enable all pupils to travel in the same way.

The school has a policy on equal opportunity to ensure no child is discriminated against and we have a school culture of inclusion.

When necessary support and advice is sought by the school from the Support Services and additional resources are acquired by school to support the child. When appropriate outside agencies also offer advice to parents.

Our admissions and induction procedures are in line with Telford and Wrekin Admission Policy. Parents are invited to an Induction meeting to share information with the Head Teacher and staff about their child. In some instances the admissions procedures can be modified to suit the needs of a particular child, such as allowing a child to attend part time initially. The physical environment of the school is continuously assessed to ascertain whether there are areas to which the current intake have limited or no access.

The Head Teacher monitors children on the SEN list and tracks children to assess the level of success of the intervention programmes. The Deputy Head observes TA's as part of the appraisal process and the SENCo also makes observations on specific intervention programmes. Targets, including personalised Learning Plans, are shared with the children and parents twice annually.

Achievements by the children are celebrated through the schools rewards system. On Fridays the achievements in school and in extra-curricula activities such as swimming, dance, cross country and gymnastics are celebrated in Assembly. The disabled children are included in these celebrations and have currently achieved awards including reading certificates.

The school has set the following priorities for the development of information and data to support the school's accessibility plan:

- To assess whether all the school policies including that of Teaching and Learning have statements on Inclusion
- To assess staff CPD needs for SEN and their awareness of DDA
- SENCo prepares mindmaps to monitor provision for all statemented children
- All staff to develop and maintain mindmaps to heighten awareness of vulnerable children across school.

1C: Views of those consulted during the development of the plan

Prior to entry into the school parents are consulted on the strengths and needs of their child.

Parents are able to express their opinions through the parent Governors and the Parent questionnaire.

Subject co-ordinators, including the SENCo, talk to children to ascertain their views on the school and their learning whilst the School Council also canvasses pupils opinions.

The Children's Centre has improved and increased the facilities for more of the parents and children of the town.

The school has set the following priorities in respect of consultation on the plan:

- To consult with families and groups in the town and assess whether further improvements need to be made to enhance the provision in the Children's Centre.

2. The main priorities in the school's plan

2A: Increasing the extent to which disabled pupils can participate in the school curriculum

The Governors and staff continuously monitor the curriculum to ensure it meets the needs of all children. Individual targets and programmes are planned and when appropriate the support and advice of outside agencies such as speech therapists is obtained.

The SDP prioritises the implementation of the new Code of Conduct for SEN, designed to support and promote the aspirations of children with additional needs and provide an outcomes based focus on their curriculum offer.

Transition between the Infant and Junior School is facilitated by a range of activities including afternoon sessions at the Junior School for Year 2 children, a residential for Year 2 and Year 3 children, transition plans for children with additional needs and liaison between key staff.

- The school has set the following overall priorities for increasing curriculum access:
 - To continue to draw on the expertise of external partners e.g. SLT, HI, VI, EP, Outreach, Optometrist, Occupational Therapist, Fair Access Panel, LSAT, Physiotherapist.
 - To continue to improve and monitor the use of ICT e.g software to support speech for children with speech and language difficulties; individual laptops for children with co-ordination and physical difficulties.

2B: Improving the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services:

The physical environment of the school has previously been changed to include ramps; colour contrast strips on a stairway; disabled toilets and washing and changing facilities and a wheelchair lift. Specialist equipment is acquired according to need and recommendations from outside agencies.

Provision of intervention groups and multi-sensory equipment to support children with specific learning and sensory or co-ordination difficulties is funded by the school and the delegated SEN budget.

- The school has set the following priorities for physical improvements to increase access:
 - To improve the access and facilities to the school through the Children's Centre.
 - To ensure the existing facilities e.g. handrails, toilets and ramps are maintained and assessed for suitability for new entrants.
 - To continue to liaise with external agencies to access equipment when necessary
 - To continue to devolve the SEN delegated budget and funding from school
 - to maintain and provide resources and intervention groups when necessary

2C: Improving the delivery to disabled pupils of information that is provided in writing for pupils who are not disabled:

Provision of a picture/symbol system is in place and Makaton is used throughout school with trained staff to support children.

The school has set the following priorities for providing information for disabled pupils:

- To monitor the needs of children on role at the school and respond to these in the provision made for them.
- To assess the necessity for Braille signs and an audio version of the school information book for parents.

3. Making it happen

3A: Management, coordination and implementation

The school has set the following priorities for the management, coordination and implementation of the accessibility plan:

- To appoint two of the Governing body, including the Governor for responsibility for SEN, to take responsibility for the School Accessibility Plan.
- The Head Teacher and SENCo to monitor the plan.
- The plan to be reviewed by the link Governor. Evidence of the review will be seen in the Minutes of the Governors meetings.
- To amend the Health and Safety and SEN policies if necessary when they are under review
- To liaise with health and other external agencies when necessary in order to meet the needs of any disabled child in school

3B: Getting hold of the school's plan

The school has set the following priorities for making its plan available:

- To include the plan in the school prospectus
- To place the plan on the OLE