



**Dropmore Infant School**  
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**Headteacher:** Mrs Gitta Streete

**Chair of Governors:** Mr Tim Wicks

**Policy No:** 050

**Policy Title:** Accessibility Plan

**Issue No:** 004

**Effective Date:** June 2021

**Next Review Date:** June 2024

**Approved by Chair of Governors:**

*Mr Wicks*

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**Date: 22/06/2021** .....

**Introduction:**

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

**Definition of Disability:**

The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to day activities. Some specified medical conditions, multiple sclerosis and cancer are all considered as disabilities, regardless of their effect.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

**Equality Impact Assessment:**

Dropmore Infant School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

**Aims and Objectives:**

The Accessibility Plan contains relevant and timely actions 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 as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools 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 and maintain access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The school recognises and values parent's knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parent's and child's right to confidentiality.

The Dropmore Infant School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised every three years. Attached is the Accessibility Plan showing how the school will address the priorities identified.

**Access to this plan:**

- The Accessibility Plan will be published on the school website.
- The Accessibility Plan will be monitored by the Curriculum Development and Pupil Matters Committee (CDPM).
- The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.
- The Accessibility Plan will be made available upon request to any current parent/carers or prospective parent/carers who requests it. It will also be made available to any member of staff or applicant for a post who requests it.

**Link to other policies:**

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

- Behaviour and Discipline Policy
- Curriculum Policies
- Equalities and Cohesion Policy
- Health & Safety Policy
- School Improvement Plan
- SEND Policy
- Teaching and Learning Policy

1. Improving participation in the curriculum				
Objective	Strategies	Who	Timeframe	Outcomes
Effective communication and engagement with parents	Termly meetings with parents Annual review meetings with SENCO	Headteacher SENCO	In place and ongoing	Parents fully informed about progress and engaged in their child's learning
All staff have necessary training to identify, support and teach all pupils	<ul style="list-style-type: none"> <li>Attend appropriate training as required to meet the needs of the cohort.</li> <li>Use outreach provision from external agencies.</li> <li>Ongoing guidance from specialists</li> <li>Online resources for CPD shared with staff</li> </ul>	Headteacher SENCO All staff	Ongoing	Increased access to curriculum Needs of all learners are met Staff training records in place and maintained Staff trained for diabetes
Effective use of resources and specialised equipment to increase access to the curriculum for all pupils	<ul style="list-style-type: none"> <li>Audit and deploy SEN resources in school</li> <li>Purchase and allocate other resources as needed</li> <li>Ensure specialist equipment is checked daily and seek advice if needed</li> <li>Investigate hardware, software and apps that will benefit pupils</li> </ul>	Headteacher SENCO	In place and ongoing	Positive impact on pupil progress Barriers to learning are removed Comprehensive list of SEN resources available
Adaptations to curriculum to meet needs of individual learners	<ul style="list-style-type: none"> <li>Intervention Programme</li> <li>Investigate Independent Speech and Language support programme</li> </ul>	Headteacher SENCO	In place Autumn 2021	Needs of all learners are met
Ensure reasonable adjustments of after school clubs to enable all pupils to participate.	<ul style="list-style-type: none"> <li>Risk assessments undertaken</li> <li>Providers comply with all legal requirements</li> </ul>	Headteacher Club Providers	Ongoing	Increased access to extra-curricular activities for all pupils with SEND.

2. Improving Physical Environment				
Objective	Strategies	Who	Timeframe	Outcomes
Create wheelchair accessible toilet	Investigate solution for wheelchair accessible toilet	Headteacher Governors	Summer 2022	Accessible toilet available for all pupils, staff and visitors
Establish record of requirements to improve accessibility	Carry out survey to ascertain level of requirements	Headteacher H&S Governor	Summer 2022	Full details available
Monitor the physical environment to identify areas that may require attention	Termly inspections	Headteacher H&S Governor	Ongoing	H&S Inspection Report Records of repairs and building works.
Access into and around school to be compliant	<ul style="list-style-type: none"> <li>Designated disabled parking</li> <li>One classroom suitable for wheelchair access</li> <li>Ramps available for other areas</li> </ul>	Headteacher Governors	Ongoing	Areas of the school accessible for wheelchair users
Classrooms are organised to promote the participation and independence of all pupils	<ul style="list-style-type: none"> <li>Review and implement preferred layout of furniture and equipment to support the learning of all, with particular emphasis on disabled pupils</li> </ul>	Headteacher SENCO Class teachers Tas	Ongoing	Pupils have access to range of resources to support their learning Classroom environment set up to meet the needs of all pupils, thus maximising learning time

3. Improving Delivery of Written Information				
Objective	Strategies	Who	Timeframe	Outcomes
Availability of written materials in alternative formats	Large print, translated documents, audio formats provided as required or requested Weekly newsletter emailed to parents Leaflets in Reception area	Headteacher Office staff	Ongoing	All parents will be up to date and fully informed
Ensure all documents are accessible for pupils with a disability	Use large, clear font in documentation Reduced / simplified amount of text Use of coloured paper or overlays Use a reader where appropriate	Headteacher SENCO	Ongoing	Pupils are able to access all school documentation