

ACCESSIBILITY PLAN 2023-2026

BUXTON INFANT SCHOOL

This policy was reviewed by the Governing Body on 24th March 2023

It will be reviewed March 2026

Signed:

Date:

Accessibility Plan 2023 - 2026

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act of 2010. The Governing Body is accountable for ensuring the implementation, review and reporting on the progress of the Accessibility Plan over the three-year prescribed period.

The purpose of this plan is to:

Increase the extent to which pupils with a disability can participate in the curriculum

Improve the physical environment of the school to enable pupils with a disability to take better advantage of the educational facilities and services provided.

Improve the availability of accessible information to pupils who have a disability

1. Buxton Infant School is an inclusive school which prides itself on its supportive, integrated environment which aims to maximise the self-esteem of all its pupils, treating everyone with respect and enabling all pupils to reach their full potential. We aim to engender a sense of community and belonging, and we are committed to giving all our children every opportunity to participate fully in school life. We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, disability, attainment and background. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.
2. We are committed to providing an accessible environment which 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 challenging negative attitudes about disability and to developing a culture of awareness and inclusion.
3. Over time, Buxton Infant School is committed to ensuring the accessibility of all types of provision to all stakeholders within the school community.
4. This document is reviewed every 3 years but may be reviewed and updated more frequently if necessary.
5. The actions relating to extending the accessibility of the school's physical environment have been part of an audit process undertaken by the Head Teacher and Business Manager.

Context:

Buxton Infant School currently has 161 pupils on roll. There are three year groups based on an admission number of 60. Pupils come from the immediate town of Buxton and in a few cases the wider surrounding area.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that pupils with a disability face in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises

Pupils who have an identified Special Need which require individual specific support over, and above usual differentiated classroom planning follow an individual plan which is written in partnership with the pupils' parents. Pupils who have a medical issue have a care plan written which is shared with all staff members and is clearly displayed in classrooms, the hall, and the staff room.

The school building was built in the 1800s and has the teaching rooms on the ground floor. There are steps up to two of the entrances, but wheelchair access is possible through the ramp up to the Nursery entrance. The school also owns a portable temporary ramp which can provide access to the building via other doors. A disabled toilet and changing area is available for use and handrails are fitted to the steps down to the Early Years playground. The Hall has been fitted with electronic door openers and all classrooms have blinds to reduce glare.

Assessment procedures.

Access to formative and summative assessment procedures are available to all pupils. Anyone with additional needs can, dependent on individual needs, use a laptop, have an amanuensis, a reader, extra time or rest breaks during statutory tests.

Medication

Medication in the form of inhalers is required to be taken by several pupils. This is kept in a secure place in each classroom. Temporary medication may be administered along policy guidelines (See Medicine Policy). This is kept in the school office for the duration of time that it is administered. Pupils who have specific medical needs such as allergies are made known to all members of staff including first aiders. A designated teaching assistant

together with the Business assistant have responsibility for the production of medical care plans and the system for review. This includes children with severe allergies and those who may require the administration of an EpiPen in extreme circumstances. Staff have been trained in administration of an EpiPen and training is regularly reviewed and updated.

Child on Child Abuse

We recognise that incidents of bullying can happen in any school and record all incidents of deliberate harm on our Edukey system where we also evidence the action taken and the impact of that action. The school has a robust Anti-bullying policy and procedures and children learn about it through our SMILE accessible policy (Smile, Make Friends, Include Listen, Empathise). We recognise that children with SEND are a particular vulnerable group regarding all forms of child on child abuse including cyberbullying. For this reason, we have focused some of our Equalities work around SEND and have begun to establish a bespoke package of online safety teaching for individual SEND children where we feel this is important.

Safeguarding

Child protection arrangements are fully in place and reviewed regularly by staff and governors. The headteacher (Jude Boyd) is the designated lead for Safeguarding Lead and Sarah Bennett (Deputy Head) and Jo Travers Muir (Lead Early help practitioner) are deputy DSLs.

Pastoral Care

We are a small school with a high adult to child ratio. We have two designated Family Resource workers who work part time with children and families and finance further staffing to operate nurture support for all children who have social and emotional barriers to learning.

Health and Safety

The school has a comprehensive Health and Safety Policy and regular Health and Safety checks are made of the school site by a member of school staff and member of the Governing Body.

1. The Accessibility Plan is available from the school office or on the school's website.
2. The Plan will be reviewed through the Full Governing body meetings and the premises committee.
3. We acknowledge that there is an ongoing need for staff and governor training on the subject of disability discrimination and awareness raising of the issues.

Improving the Physical Access

Target	Strategy	Outcome	Responsibility	Date	Achievement
To ensure easy access for wheelchair users in corridors.	Ensure that access around school is improved for wheelchair users. Audit of current situation required.	Improved access in and out of school building and around corridors.	Lead: Jude Boyd and Helen Williams	By Nov 2023	
To ensure easy access to school facilities	Disabled parking bay to be indicated.	Improved access to the school building by stakeholders and staff.	Lead: Helen Williams	By July 2023	
To ensure easy access to all school facilities.	Re-development of current boys' toilet space to become an accessible calm, withdrawal space.	Improved access to resources to support learning for pupils with SEND.	Lead: Jude Boyd and Helen Williams	By Jul 2024	
To ensure safe access to the playground is available to all pupils.	Continue to maintain and develop the school playground to provide accessible activities for all children in a safe environment.	Minimise trip hazards. Provide equipment and activities to children with SEND.	Lead: Jude Boyd and Helen Williams	By Jan 2025	

Improving Access to the Curriculum

Target	Strategy	Outcome	Responsibility	Date	Achievement
Ensure representation of positive role models who have a SEND and develop whole-school awareness of disability. and disabilities to generate a culture of tolerance and acceptance	PHSE lessons address similarities and difference. Assemblies and PHSE focus on British values and diversity. Purchase new books (for whole-class reads and for pupils to read independently) to promote pupils' understanding and knowledge of specific disorders. Utilise Cebeebies bedtime stories which are read by people with disabilities or focus on a character with a disability.	Pupils Awareness of disability understood by all in school and positive attitudes towards disability promoted. Pupils will use appropriate and sensitive language to talk about others with SEND.	Lead Helen Bates: All teachers	July 2023	
Maximise progress and attainment for all pupils	Research based interventions e.g social thinking will be implemented with small groups of SEND children	Children will be supported and enabled to access the curriculum more easily vis adopting particular strategies for working within the classroom.	Lead Helen Bates supported by specific Teaching assistants	March 2023 and ongoing	
Maximise progress for all pupils	Timetables for all children with SEND in place to demonstrate access to a broad and balanced curriculum for ALL pupils	All children will have access to a curriculum which is broad and balanced and meets their needs.	Lead Helen Bates: All teachers	May 2023	
Maximise progress and attainment for all pupils	Purchase of resources and equipment to support access to the curriculum e.g P.E equipment	All children will have access to a curriculum which is broad and	Lead Jude Boyd	Sept 2024	

	for Pupils with physical disabilities.	balanced and meets their needs.			
Ensure all staff understand more about the SEND children in school to ensure that teaching is adapted to meet need	Continue to extend training e.g., Autism Advocacy, use of Emotion coaching techniques, use of Attachment Awareness approaches.	Accelerate pupil progress and attainment through improved teaching adapted to children's needs.	Lead Helen Bates, Jude Boyd	Ongoing	

Improving the delivery of written information

Target	Strategy	Outcome	Responsibility	Date	Achievement
Extend the engagement of parents and other stakeholders with written communication from school	Continue to develop efficient and accessible communication with parents and stakeholders through further extension of use of parent hub e.g., Attendance data, photos of events and notifications of achievements	Communication will be more readily available to all stakeholders.	Lead Helen Williams, Samantha Davies and Jude Boyd	July 2023	

Adopted by the governing board of Buxton Infant School on 23rd March 2023