



**DITTON INFANT SCHOOL**  
Leadership and Management  
Accessibility Plan  
January 2018

1. Ditton Infant School provides a nurturing and inclusive learning environment that enables every child to thrive with an expectation of high academic standards. We are committed to providing a balanced, accessible and inspirational curriculum which fosters a lifelong love of learning. This plan identifies how the school meets the needs of disabled pupils in response to the Special Educational Needs and Disabilities Code of Practice 2014: 0 to 25 years. Some children and young people with a physical disability require additional ongoing support and equipment to access all the opportunities available to their peers.
2. Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

3. Ditton Infant School has adopted this accessibility plan in line with the school's Special Educational Needs (SEN) Policy with the aim of ensuring that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. An accessibility plan demonstrates how we plan to increase the extent to which disabled pupils can participate in the curriculum, improve the physical environment to enable disabled pupils to take better advantage of education, facilities and services or improve the availability of accessible information to disabled pupils.

Our SEN Policy outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This accessibility plan provides an outline of how the school will manage this part of the SEND provision.

Please refer to our SEN Policy for an outline of our full provision to support pupils with SEND.

4.

<b>Aim</b>	<b>Current good practice</b> <i>Include established practice and practice under development</i>	<b>Objectives</b> <i>State short, medium and long-term objectives</i>	<b>Actions to be taken</b>	<b>Person responsible</b>	<b>Date to complete actions by</b>	<b>Success criteria</b>
<b>Staff training</b> 1a Pupils with medical needs are fully supported	Some staff already have been trained to administer epi-pen / Jext pens	Long Term	Training to be accessed via school nurse / provider / online training	Inclusion Manager	September 2020 (or earlier if a child starts school requiring a care plan for anaphylaxis)	All teachers and TA's meet the requirements of children's needs

<p><b>School environment</b></p> <p>2a Highlighted external step edgings with hi-visibility yellow paint</p> <p>2b Purchase appropriate matting for easy access and exit from rear of school to the field / playground</p> <p>2c Improve access to toileting facilities for those with mobility difficulties</p>	<p>Steps already have textured paving</p> <p>A ramp has been installed at the front of the school</p>	<p>Short Term</p> <p>Medium Term</p> <p>Long term</p>	<p>Headteacher and caretaker to identify areas to be marked</p> <p>Office Manager / Headteacher to source an order a suitable matting</p> <p>Headteacher and Office Manager to work with Finance Monitoring Pairs identify area for development and get quotes for works / modifications</p>	<p>Caretaker</p> <p>Office Manager / Headteacher</p> <p>Headteacher / Finance Monitoring Pair</p>	<p>April 2018</p> <p>December 2018</p> <p>January 2021</p>	<p>Improved safety for all users of the school grounds and access to the school especially those who are visually impaired / have mobility difficulties</p> <p>All users of the school can access toilet facilities</p>
<p><b>Teaching and learning</b></p> <p>3a Train staff to use Makaton / cued articulation / sign supported English</p>	<p>Some staff already have some knowledge</p>	<p>Short term / Medium term</p>	<p>Inclusion Manager to identify staff and organise training</p>	<p>Inclusion Manager</p>	<p>February 2018 - cued articulation September 2019 - Makaton</p>	<p>Children have appropriate support to enable them to access the curriculum</p>

<p>3b Children within school to see positive role models with disabilities</p>	<p>British Values already promoted in school</p>	<p>Medium Term</p>	<p>Organise visitors with disabilities to talk about their achievements just <a href="http://www.different.org">www.different.org</a> Assemblies about people with disabilities Circle Times to promote differences on a regular basis</p>	<p>Inclusion Manager</p>	<p>Jan 2019</p>	<p>more readily  Higher profile for celebrating inclusion and diversity of need  Children's understanding of disabilities is deepened</p>
<p><b>Information Sharing</b> 4a School to house an outdoor community noticeboard at wheelchair height</p>	<p>School website improves communication between school and disabled stakeholders and print can be enlarged</p>	<p>Short Term</p>	<p>Noticeboard to be sourced and installed. Office staff to keep information up to date and relevant</p>	<p>Office Staff</p>	<p>September 2018</p>	<p>Noticeboard keeps all stakeholders and the community informed about school events</p>

## 5. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. (January 2021)

It will be approved by Full Governing Body

## 6. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessments
- Health and safety policies
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy