



JOYDENS WOOD INFANT SCHOOL

Accessibility Plan

The purpose of this plan is to show how Joydens Wood Infant School intends, over time, to increase the accessibility of our school for disabled pupils.

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.

Legal Background: In line with the Equalities Act 2010, Disability Discrimination Act (DDA) 2002,1995, it is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary. This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties of the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum, which 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;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.
- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe

Joydens Wood Infant School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils. As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual

The school is a single storey building. There is a ramp up to the school entrance. There is a disabled toilet. Double doors are on the front entrance and the playground entrance has a wide door. Dining room tables have fixed stools but space for a wheelchair can be created at the end of the tables. Two classrooms have wide access doors. All reasonable adjustments would be made for a child with additional accessibility requirements, should it be necessary.

The Current Range of Disabilities within Joydens Wood Infant School

The school has children with a range of disabilities which include Autistic Spectrum Disorder, Global Developmental Delay, Medical Needs and Speech Language and Communication Difficulties. When children enter school with specific disabilities, the school contacts local authority professionals for assessments, support and guidance for the school and parents. Staff receive regular training and support to meet these diverse needs. We have a few children who have asthma, allergies and food intolerances; all staff are aware of these children. Inhalers are kept in the office and a record of use is noted. When medication is administered the child has a paper wristband placed around their wrist with the time, date and dose. All medical information is collated and available to staff. We have competent First Aiders who hold current First Aid certificates. All medication is kept in a central, safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

EQUALITY AND INCLUSION

Targets	Strategies	Outcome	Timeframe	Achieved
To ensure that the Accessibility Plan is regularly discussed at Governing Body meetings.	Include in regular agendas.	Adherence to legislation.	Annually	
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school community as appropriate, inc. Manual Handling.	Whole school community are aware of issues.	On-going	
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies to reflect current legislation.	On-going	
To ensure that any child recovering from serious medical condition has minimal risk of contracting infections while in school.	Parents to be reminded of the need to inform the school about infections.	School is informed by parents of any infections. Spread is minimised.	On-going	

PHYSICAL ENVIRONMENT

Targets	Strategies	Outcome	Timeframe	Achieved
To ensure that, where possible, buildings and grounds are accessible for all children and adults.	Access Audit to be carried out. Suggest actions as budget allows.	Modifications made as appropriate.	On-going – review audit every three years	SEE BELOW.

CURRICULUM

Targets	Strategies	Outcome	Timeframe	Achieved
To continue to train staff to enable them to meet the needs of children with a range of SEN.	SENCO to review the needs of children and provide training/support as appropriate.	Staff can enable all children to access the curriculum.	On-going	
To provide specialist equipment to promote participation in learning by all pupils.	Assess the needs of the children in each class, provide equipment as needed eg special grips, headphones, writing slopes, induction loops.	Barriers to learning will be reduced or removed, enabling children to achieve their full potential.	Annually	
To ensure adequate provision for educational visits.	Assess individual needs as necessary when planning visits.	All children can access sites and learning equally.	As needed	

WRITTEN/OTHER INFORMATION

Targets	Strategies	Outcome	Timeframe	Achieved
To ensure that all parents and other members of school community can access information.	Written information will be provided in other formats as necessary e.g. large print, coloured paper.	This will assist children to access curriculum and school events.	As needed	
To access electronic/online communication and payments.	Paper / verbal communication can be requested as needed.	As above.	As needed	

This Accessibility Plan will be evaluated every three years to monitor its effectiveness and ensure that it covers all areas of accessibility that are needed in the school.

Signed by Headteacher _____ Date: _____

Governor _____ Date: _____

School Access Audit, February 2020

Priority Ratings

A: Where there are potential health and safety risks or where failure to implement changes would be highly likely to attract legal implications. Immediate action is recommended to put changes into effect.

B: Where action is recommended within the short term to alleviate an access problem or make improvements that will have a considerable impact.

C: Where action is recommended within 12 - 24 months to improve access.

D: Where the recommendation involves excessive costs or should be implemented as part of a long-term plan.

Key for Costs

Budget costs have been included in the form of bands:

N - None

M - Minimal

OG - Ongoing Maintenance

ST - Structural Change

Area	Recommendation	Priority	Cost	Target Date	Updates	Date Achieved
Approach	Pathways should be made level.	D	OG	OG		
Car park	Clearly mark a designated accessible bay, ensuring the dimensions are correct.	D	M	OG		
Outside ramps	Ensure all are kept clear of grit and gravel which could present a trip hazard and that the surfaces are kept in good condition.	A	N	OG		
	Add railings to ramp leading to main entrance.	D	ST	OG		
	Add second railing to ramp leading to Cherry/Willow.	D	OG	OG		
Outside steps	Ensure that all outside steps with three risings or more have accompanying handrails at either side.	D	OG	OG		
	Check integrity of nosings on outside steps	A	OG	OG		

Entrances	No step-free access to Staff room – would need to be accessed via single step/kerb and ramp from car park.	D	ST	-		
	Check door closures regularly and alter accordingly. Where manual closers are fitted, adjust to provide minimum force necessary to open/close. (Install automatic entrance doors if budget permits.)	A (D)	N	OG (-)		
	Ensure intercoms are low enough to be reached by a wheelchair user and add signage so more visually obvious.	D	OG	2025		
Reception Area	Provide a portable hearing loop and display the sign showing that we have the facility.	D	OG	OG		
Corridors	Ensure these are kept clear of obstructions such as equipment and deliveries.	A	N	OG		
Wayfinding and signage	Clear signs should be added to each corridor, doorway and external door to show which room it leads to.	C	M	OG		
Doors	Site manager to check every door for noise levels and adjust accordingly.	B	N	OG		
	Replace old door handles as part of ongoing maintenance.	C	M	OG		
WC – disabled	Ensure this is kept clear.	A	N	OG		
Means of escape	Remove any obstructions on escape routes daily.	A	N	OG		
	Ensure fire doors are in working order and there are no obstructions on the outside.	A	N	OG		
	Continue to practise evacuation procedures and ensure PEEPs are up-to-date for those with mobility / visual / other relevant needs.	A	N	OG		
Outside	Chenies entrance:					
	Keep clear of all obstructions.	A	N	OG		
	Remove tree which obstructs the access gates.	B	OG	2020		

	Woodland – all uneven ground.	N/A	N	-		
	Ensure all paths are kept as clear as possible of grit and gravel which could present a trip hazard and that the surfaces are kept in good condition.	A	N	OG		
	Playground outside Year 1 has uneven ground – trip hazard.	A	ST	2020		