



Selston C of E Infant & Nursery School

Accessibility Plan Policy September 2022

*Opening hearts and minds through the
grace and love of God*

ALL SAINTS INFANT AND NURSERY SCHOOL (AIDED)

MISSION STATEMENT

Opening hearts and minds through the grace and love of God

At All Saints Infant and Nursery School children always come first and we try to nourish, challenge, prepare and inspire them within a Christian ethos.

We believe in valuing all who contribute towards the successful running of our schools including children, parents, carers, governors, teaching and non-teaching staff.

This Mission Statement lies at the heart of our school's aims. It is the philosophical basis for all of the school's policies and through these, for everything that happens in and round our school. Our aspiration is for everyone at Selston to:

- feel happy, secure, safe and valued at school
- develop a growing awareness of their own inner self and spirituality, and of the power of the Christian faith to transform lives
- develop healthy relationships based on care, trust, compassion and forgiveness
- show acceptance for and understanding of others who may have different beliefs or needs
- strive for the highest standards of achievement, developing the confidence and skills to be independent, motivated and self-disciplined learners
- have a positive approach to life, contributing to the well-being of the community and building hope for the future

We hope that children will leave our school with open hearts and minds, ready to respond to the opportunities that lie before them and to experience the joy of life in all its fullness.

Selston CE Infant and Nursery School Accessibility Plan

Introduction

Schools have a duty to carry out accessibility planning for disabled pupils. This is the same duty that previously existed under the Disability Discrimination Act and has been replicated in the Equality Act 2010.

Part 5A of the Disability Discrimination Act 1995 (DDA) requires the governing body to:

- promote equality of opportunity for disabled people: pupils, staff, parents, carers and other people who use the school or may wish to; and
- prepare and publish a Disability Equality Scheme to show how they will meet these duties.

This Accessibility Plan and the accompanying action plan forms part of the Disability Equality Scheme and sets out how the governing body will improve equality of opportunity for disabled people. The Special Educational Needs and Disability Act 2001 extended the DDA to cover education, meaning that since 2002 the governing body has had three key duties towards disabled pupils under Part 4 of the DDA.

- not to treat disabled pupils less favourably for reasons related to their disability;
- to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future;
- to plan to increase access to education for disabled pupils.

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 in the DDA;

- increasing the extent to which disabled pupils can participate in the school curriculum;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's Accessibility Plan is resourced, implemented and reviewed and revised as necessary. Attached is an action plan (Appendix 1) showing how the school will address priorities identified in the plan. This plan incorporates the school's intention to increase access to education for disabled pupils.

In drawing up the Accessibility Plan the school has set the following priorities:

- to provide safe access throughout the school for all school users, irrespective of their disability;
- to ensure that the teaching and learning environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs;
- to provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

The plan considers the following three areas:

- ways of improving access to the **physical environment** of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education;
- ways of increasing access to the **curriculum** for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum;
- ways of improving and making reasonable adjustments to 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 time frame.

At Selston CE Infant and Nursery School we are committed to establishing equality for all pupils, their parents, staff and other users of the school. It is the responsibility of the whole school community to implement this scheme in a manner which promotes the inclusive ethos of our school.

This strategy should be considered alongside the following school policy documents:

- Equality
- Inclusion / Special Educational Needs and Disability

The school Special Educational Needs Policy ensures that staff identify and arrange suitable provision for pupils with disabilities and special educational needs. Working with the local authority and Educational Psychology Service, the Inclusion Leader manages the statutory assessment process, ensuring additional resources are available where appropriate.

The school leadership team provide additional support for pupils and assist teachers in the implementation of strategies for improving pupils' behaviour and access to learning. The school works closely with specialist services including:

- Nottinghamshire Local Authority
- Local children's centres
- occupational therapists and physiotherapists
- speech and language therapists

Review

The governing body reviews this policy every year. However, the governors may review the policy earlier than this if new regulations are introduced, or if the governing body receives recommendations on how the policy might be improved.