



ACCESSIBILITY PLAN 2022 - 25

We want all children to enjoy school, to be challenged to achieve their very best, and to consider their time at the school as their own 'learning adventure'. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements, attitudes and well-being of all our children matter.

Purpose of Plan

This plan shows how Shepton Mallet Community Infants' School & Nursery intends, over time, to increase the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day- to-day activities.

Areas of planning responsibilities

- Increasing access for disabled pupils to the school curriculum (this 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 access to the physical environment of schools where possible (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Contextual Information

Shepton Mallet Community Infants' School & Nursery is comprised of an Edwardian building dated 1906, a single story building housing one classroom built in 2006 and a single story building housing the hall and Nursery, built in 2008. The school office is in an 'Elliott' building. All buildings are wheelchair accessible.

At present we have no wheelchair dependent pupils, parents or members of staff.

Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within mixed ability, inclusive classes.

It is a core value of the schools that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits. The only exception would occur if a child had breached school rules when deprivation of club attendance may be used as a suitable short term sanction and to ensure the safety of others.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Increase confidence of all staff in differentiating the curriculum	Be aware of staff training needs on curriculum access Assign appropriate CPD for all staff.	On-going and as required	SLT / SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation
Ensure classroom support staff have specific training on disability issues	Be aware of staff training needs Staff access appropriate CPD Online learning modules if required	As required	SLT / SENCO	Raised confidence of support staff
Ensure all staff are aware of disabled children's curriculum access	Set up a system of individual access plans for disabled pupils when required Information sharing with all agencies involved with child	As required	SLT / SENCO	All staff aware of individuals needs
Use ICT software to support learning	Make sure software installed where needed	As required	IT technician/ SENCO	Wider use of SEN resources in classrooms
All educational visits to be accessible to all	Develop guidance for staff on making trips accessible Ensure each new venue is vetted for appropriateness	As required	HT/EVC	All pupils in school able to access all educational visits and take part in a range of activities

Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

We have a wide range of equipment and resources available for day to day use. We keep resource provision under constant review. The schools improvement planning process is the vehicle for considering such needs on an annual basis.

Target	Strategies	Time-scale	Responsibility	Success criteria
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors	To create access plans for individual disabled pupils as part of the entry process when required	As required	SENCO	Plans in place for disabled pupils and all staff aware of pupils needs
	Be aware of staff, governors and parents access needs and meet as appropriate	Induction and on-going if required	Headteacher	All staff and governors feel confident their needs are met
	Consider access needs during recruitment process	Recruitment process	Headteacher	Access issues do not influence recruitment and retention issues
Layout of school to allow access for all pupils to all areas	Consider needs of disabled pupils, parents/carers or visitors when considering any redesign	As required	Head/ Governors/ School Surveyor	Re-designed buildings are usable by all where possible
Ensure access to reception area to all where possible	Improve access to reception area during any re-design Develop system to allow entry for wheel chair users	Consider in any new development	HT / Governors	Disabled parents/carers/visitors feel welcome
Improve signage and external access for visually impaired people	Yellow strip mark step edges	On going	HT	Visually impaired people feel safe in school grounds
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with mobility issues	As required	HT	All disabled pupils and staff working alongside are safe in the event of a fire



Accessibility Plan



<p>Ensure accessibility of access to IT equipment</p>	<p>Alternative equipment in place to ensure access to all hardware including hall</p> <p>Liaise with LA advisors on information with regard to any visual impaired or hearing impaired pupils</p>	<p>On-going and as required</p> <p>Software may be required as required</p>	<p>ICT</p>	<p>Hardware and software available to meet the needs of children as appropriate</p>
<p>Ensure hearing equipment in classrooms to support hearing impaired</p>	<p>Seek support from LA hearing impaired unit on the appropriate equipment</p>	<p>As required</p>	<p>LA hearing officers</p>	<p>All children have access to the equipment</p>
<p>All fire escape routes are suitable for all</p>	<p>Make sure all areas of school can have wheelchair access as far as possible</p> <p>Egress routes visual check</p>	<p>On-going and as required and as appropriate</p> <p>Weekly</p>	<p>LA</p> <p>Headteacher</p>	<p>All disabled staff, pupils and visitors able to have safe independent egress wherever possible</p>

Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

In planning to make written information available to disabled pupils we again need to establish the current level of need and be able to respond to changes in the range of need. The school will need to identify agencies and sources of such materials to be able to make the provision when required. The schools ICT infrastructure will enable us to access a range of materials supportive to need.

Targets	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in "simple" English	During induction	HT/School Administrator	All parents receive information in a form that they can access
	School office will support and help parents to access information and complete school forms	On-going	School Administrator	
	Ensure website and all document accessible via the school website can be accessed by the visually impaired.	Current	School Administrator / Headteacher	All parents understand what are the headlines of the school information
Improve the delivery of information in writing in an appropriate format	Provide suitably enlarged, clear print for pupils with a visual impairment	As required	School Administrator	Excellent communication
Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going	SENCO	Staff produce their own information
Annual review information to be as accessible as possible	Develop child friendly SEN review formats	On-going	SENCO	Staff more aware of pupils preferred method of communications
Languages other than English to be visible in school	Welcome signs to be multi-lingual Use of 'Talking Pens' throughout the school	On-going	Headteacher	Confidence of parents to access their child's education



Accessibility Plan



Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems	Access to translators, sign language interpreters to be considered and offered if possible	As required	SENCO	Pupils and/or parents feel supported and included
Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information	Ensure website is fully compliant with requirement for access by person with visual impairment. Ensure Prospectus is available via the school website.	On-going	Office	All can access information about the school

Signed..... Headteacher

Signed..... Chair of Governors

Date of adoption: Sept 2022

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