

TOTTENHALL INFANT SCHOOL



Accessibility/Disability Plan

September 2019 – September 2022

Tottenham Aims:

At Tottenham Infant School we are committed to ensuring we are an inclusive school for all pupils and aim to remove any factors which are considered a barrier to learning, including potential barriers for pupils with a disability. We make certain that we provide a range of suitable resources in accordance with pupils' needs to enable them to access the curriculum, and are committed to training all staff to enable them to be effective in the education of young people with disabilities. We continuously work with parents, the wider community and a range of professionals to ensure reasonable adjustments have been put in place for pupils so that they are not at a substantial disadvantage.

At Tottenham Infant School we recognise that we have three main duties:

- Not to treat disabled pupils less favourably and to promote inclusion for all children.
- To make reasonable adjustments to avoid putting disabled pupils at a substantial disadvantage.
- To prepare an accessibility plan increasing over time the accessibility of our school for disabled pupils and adults.

Our overall aims are:

- To increase access to the curriculum for pupils with a disability, medical condition or other access needs.
- To make any further improvements to the physical environment of the school to increase the extent to which pupils, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services.
- Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

We believe that this accessibility plan is compliant with current legislation and requirements as outlined in the Equality Act 2010, Schedule 10 (which incorporates the SEN and Disability Act, 2001 and the Disability Discrimination Act, 1995)

This plan should be read in conjunction with the following policies:

- SEND and Inclusion Policy
- Child Protection Policy
- Single Equality Scheme Policy and Equality Information
- Health and Safety Policy
- Behaviour Policy
- School Prospectus and Vision Statement
- School Improvement Plan

It is a requirement that the schools accessibility plan is resourced, implemented, reviewed and revised every 3 years. This plan includes an Action Plan showing how the school will address the priorities indicated in the audit of provision.

Definition:

A person is defined as having 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’
(Disability Discrimination Act 1995)

The Disability Discrimination Act 2005 has also extended the definition of disability as follows: People with HIV, multiple sclerosis and cancer (although not all cancers) are deemed disabled before they experience the long-term and substantial adverse effect on their activities. Section 18 has been amended so that individuals with a mental illness no longer have to demonstrate that it is “clinically well-recognised”, although the person must still demonstrate a long-term and substantial adverse affect on his/her ability to carry out normal day-to-day activities.

Audit of existing achievements and provision:

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| Access into/out of the school | Main entrance is accessible with wide opening doors and lowered call button for reception desk. Disabled parking in place for blue badge holders. Access to the 1 st floor can be gained via the lift by Reception Evacuation plans and identified adults in place to ensure all pupils safely leave the school building in cases of emergencies. These plans are reviewed annually to ensure pupils new classrooms/adults have been taken into account and adjustments have been made. Signage around the school is in large font, various languages and contrasting colours. |
| Disabled toilet facilities | 1 disabled toilet on the ground floor near to Reception. 2 disabled toilets upstairs in at either ends of the main teaching building. 1 disabled toilet with shower and changing facilities in the medical room 1 disabled toilet with shower and changing facilities in the nursery. |
| ICT | Set of class iPad’s enabling portable access for all curriculum areas and school trips. Large font/colour coded keyboards in lower and upper case in all EYFS classrooms. 2 touch screen computers for pupils to access in every class. |

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| | <p>1 additional computer for pupils to access in every class. Interactive whiteboards in all classrooms and in the large hall and school Library. 6 touch screen computers in the school library. Programmable toys – 6 bee box and 3 remote control toys. IPods per class to record learning using videos and pictures. Pupil IPods to take home on rotational basis to record outside activities with families. SEN TEAM (7 SEN TAs) all have own IPods to record pupils learning in order to build assessment information in pupil's profiles. 1 class per year group have The Soundfield System in place for hearing impaired pupils.</p> |
| <p>Educational Visits</p> | <p>All pupils, where reasonably possible are able to access educational visits through thorough risk assessments A pupil may not be able to take part in a visit for the following reasons:</p> <ul style="list-style-type: none"> • There are risks that the school feels cannot be managed offsite – these will be identified in the risk assessment. • If the parent requests that their child is not to take part in the visit. <p>To ensure, where reasonably possible, that all pupils take part in extended school experience through educational visits, after school activities/clubs and swimming (year 2):</p> <ul style="list-style-type: none"> • Invite parents/carers or a responsible member of the family to accompany the visit or, if necessary to be part of the after school club • If the parent/carer is unable to accompany their child then the school will endeavour to recreate the experience within the school site • The school must provide appropriate equipment for pupils to be able to take part in after school activities e.g. larger rackets/balls – visually impaired resources |
| <p>Access to the curriculum</p> | <p>First quality teaching/planning to ensure all pupils are planned and catered for in the learning environment through differentiation. Established procedures for the identification and support of pupils with Special Educational Needs and Disabilities. Prospective parents of pupils with Education Health Care Plans, or identified as have a Special Educational Need including disability are invited to a meeting to discuss their child's needs prior to the pupil starting school. These pupils may be visited by the SENCO at their pre-school setting and/or the home. Detailed pupil information on SEN pupils and those with additional needs, including disabilities, given to relevant staff such as:</p> <ul style="list-style-type: none"> • Education Health Care Plans • Individual Education Plans • Individual behaviour plans • Medical Plans/Information • Speech and language reports/advice • Educational Psychologist reports/advice • Occupational Therapist reports/advice • Physiotherapist reports/advice • Paediatrician reports/advice |

Additional adult support in place to ensure equal access for specific pupils and provide any necessary specialist support. Termly whole school pupil progress meetings with teaching staff, Deputy Head teacher, Early Years Leader and SENCO.

School staff, parents (and pupils if appropriate) involved in target setting and reviews of Individual Education Plans through termly meetings ensuring there is a partnership approach to learning.

SENCO/School staff Liaison with external agencies such as:

- Educational Psychology
- Speech and Language therapy
- Occupational Therapy
- CAMHs
- Behaviour support services
- Physiotherapy
- Joseph Clarke Services (visually impaired)
- Advisory service for Autism
- Educational Welfare Officer
- Parent support services
- Cheviots

Specialist resources to support specific needs such as:

- Touch screen computers and large font keyboards
- Writing slope
- Wobbly cushions/wedges
- Pencil grips
- Coloured paper
- Coloured overlays
- Reading rulers
- Therapeutic putty
- Weighted blankets/cushions
- Oversized gym ball
- Standing frame
- Sensory room
- Large print
- Makaton sign language
- Simplified language
- Colourful semantics
- Picture exchange system (PECs)

Specialist arrangements for KS1 SATS with large print or modified print papers and extra time allowances.

SEN TA team and Learning Support Assistants deployed to cover specific Literacy, Numeracy, Speech and Language, Occupational Therapy and Social Emotional Wellbeing intervention programmes such as:

- Phonics
- Daily supported reading
- Tiger teams
- Dough gym
- Write start
- Wake and shake
- Nurture group

Individual risk assessments are put in place for pupils with a high level of need and for those with temporary disabilities such as broken arms or legs.

Behaviour plans are in place and shared with parents/carers at

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| | <p>home to support positive behaviour management of pupils displaying challenging or risky behaviour.</p> <p>Strategic members of staff trained to 'Safely Approach' and handle children who are struggling to manage their behaviour and are putting themselves, their peers or adults around them at risk and to support them to be safe and calm.</p> <p>Transition meetings for pupils with Special Educational Needs and/or disabilities to different year groups or schools is planned for to ensure pupil's needs are met when moving year groups or moving schools.</p> |
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Next steps and outcomes:

| Target | Strategy | Outcome/Achievement | Timescale and Personnel with responsibility |
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| Ensuring that all staff are provided with training on disability issues and meet national standards. | Staff working with pupils with particular needs to attend regular training, network groups or liaise with specialist staff from other schools in order to receive up-to-date information that will support the planning and implementation of the curriculum to meet pupil's needs. | <p>Staff will feel confident in meeting the needs of all pupils.</p> <p>Pupils will successfully access all areas of learning and in turn make progress.</p> <p>Medical updates on policies and procedure training given to all staff</p> <p>Identified members of staff have attended training around:</p> <ul style="list-style-type: none"> ▪ Autism ▪ Sensory processing ▪ Picture exchange system ▪ Developing fine motor skills | <p>Ongoing</p> <p>Headteacher Deputy Headteacher SENCO</p> |
| Monitor progress of pupils with SEND. | Use target tracker, P-Levels and Pupils samples of work including photos or video footage to build case studies of pupils or groups of pupils. | <p>Clear evidence of progress for pupils with SEND and action plans/targets to identify any future areas of need.</p> <p>Target tracker used effectively to identify trends in SEND data. Groups and/or individuals identified in pupil progress meetings and appropriate actions put in place.</p> <p>Interventions tracked more vigorously with data collated</p> | <p>Ongoing</p> <p>Deputy Headteacher SENCO Class teachers</p> |

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| | | <p>pre and post intervention.</p> <p>Specific interventions allocated and staff trained to effectively deliver (talkboost)</p> | |
| <p>Provide priority provision for disabled parents to have a place for their child at breakfast/after school club</p> | <p>SENCO to liaise with parents of pupils with SEND to inform them of after school activities or breakfast club places that may support the family or child's needs.</p> | <p>Increase in pupil's confidence and ability across of range of skills. Pupils feel part of a group and are socially accepted. Parents feel supported by the school and have access to some respite in the mornings or after school.</p> <p>Breakfast club offered to individuals of families needing additional support due to family circumstances.</p> <p>Family support officer working alongside SENCO to identify families who need additional activities such as clubs after school.</p> <p>Parents signposted to what is available in local area (Local offer)</p> | <p>Ongoing</p> <p>SENCO</p> |
| <p>Identifying people with a disability working in and with the school</p> | <p>School office to compile a disability register. Senior leaders to meet termly with staff to ensure needs are being met and any adjustments in the workplace are taking place.</p> | <p>All staff's needs are catered for and any reasonable adjustments are in place to ensure positive staff wellbeing and equal opportunities.</p> <p>Working environments reviewed regularly e.g. desk height, chairs supporting backs, screen time limits etc. Modifications made if/when necessary.</p> | <p>Ongoing</p> <p>Headteacher Deputy Headteacher SENCO</p> |

This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

Date of Plan: September 2019

Review Date: September 2022