

Chapel End Infant School & Early Years Centre Accessibility Plan



Plan written: September 2014
To be reviewed: September 2017

Signed: _____ Headteacher (Mrs Terri Martin)

Signed: _____ Chair of Governors (Mr Terry Toomey)

Aims of Chapel End Infant School & Early Years Centre

"Caring, sharing, trying our best"

At Chapel End Infant School & Early Years Centre we aim to provide a safe, caring and stimulating environment, which offers opportunities:-

- For access to a broad and balanced curriculum that promotes the fulfilment of each child's academic, creative and physical potential and fosters their social, moral and spiritual values.
- For everyone within the school to have a sense of wonder, an enthusiasm for learning and help children to develop as independent thinkers and learners with enquiring minds.
- For children to learn to be organized, confident and persistent individuals and to develop a respect and understanding for others.
- For the development of positive relationships between all members of the school community to support and enhance children's learning.

Equal opportunities

At Chapel End Infant School & Early Years Centre school we believe that every child is entitled to equal access to the curriculum, regardless of race, gender, class or disability.

Inclusion

We are committed to promoting learning and teaching environments for all, which embraces the values of inclusive educational practices.

Through a child-centred approach, we aim to ensure that education is accessible and relevant to all our learners. At Chapel End Infant School & Early Years Centre we respect each other and celebrate diversity and difference.

Introduction

This plan has been drawn up in accordance with the planning duty in the Equality Act 2010.

Definition

Disability is defined by the Disability Discrimination Act 1995 (DDA) and the Equality Act 2010.

The Equality Act 2010 defines disability as when a person has a 'physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.

Some specified medical conditions, HIV, multiple sclerosis and cancer are all considered as disabilities regardless of their effect.

The Act sets out details of matters that may be relevant when determining whether a person meets the definition of disability. Long term is defined as lasting, or likely to last, for at least 12 months.

The Equality Act 2010 outlaws discrimination by schools and LA's against either current or prospective disabled pupils in their areas to access education.

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 the school (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.

Principles

Compliance with the Equality Act is consistent with the school's aims and Equality Policy and the operation of the school's SEND policy.

The school recognises its duty under the Equality Act 2010:

- Not to discriminate against disabled pupils in their admissions and exclusions and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan (Appendix 1)

The school will:

- Recognise and value parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities and respects the parents' and child's rights to confidentiality
- Provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles by:
 - Setting suitable learning challenges
 - Responding to pupil's diverse learning needs
 - Overcoming potential barriers to learning and assessment for individuals and groups of pupils.
 - Aim to enhance staff knowledge, skills and understanding through Continuous Professional Development (CPD)
 - Actively encouraging children to participate fully in all areas of the school life.

Linked Policies

- School Improvement Plan
- Safeguarding
- SEND Policy
- Equal Opportunities Policy

APPENDIX 1

Accessibility Plan

Building usage: Infant School & Early Years Centre

Services provided:

- State Education, daycare and after school activities for children.
- Events for parents/carers of children attending school.
- Local Authority holiday play schemes.
- Hire of premises in part e.g. East17 Audiology Service, Children's Centre sessions

General School Statement of Inclusion:

We are committed to promoting learning and teaching environments for all, which embrace the values of inclusive educational practices.

Through a child-centred approach, we aim to ensure that education is accessible and relevant to all our learners. At Chapel End Infant School & Early Years Centre we respect each other and celebrate diversity and difference.

General

The school buildings are all on one level and designed to allow access for those with physical and sensory disabilities. For example, all entrances are step-free.

Identify issues: None at present

Priority: Low

Action: To monitor use of buildings by those with disabilities and make reasonable adjustments if necessary

Timeframe: Immediate 1-2 years within 4 years **Ongoing**

Availability of information, brochures, websites, enquiry desk, telephone contact etc.

Information is distributed in various ways, newsletters, letters, schoolcomms for text messaging, website (Google Translate available), phone calls, office telephone enquiry available 8:00am to 6:00pm, individual translation offered when needed.

Identify issues: Ensuring that there is effective communication with all stakeholders is continuously reviewed.

Priority: High

Action: Develop use of email and consider use of social media as communication tools

Timeframe: **Immediate** 1-2 years within 4 years Ongoing

Arrival

As there is a barrier closing Brookscroft Road at the junction with Sturge Avenue the school and centre find themselves in an 'island' of 3 roads with one route in and out from the main road. This leads to considerable congestion particularly at the beginning and end of the school day and parking close to the school is very difficult at these times. Disabled bays are available in the school and centre car parks.

Identify issues: Safer access to school at the beginning and end of the school day

Priority: High

Action: LA notified of school's concerns around congestion at the beginning and end of the day, parents requested not to park on zig-zag lines outside school and not to park in the area immediately outside the nursery entrance. Also HT has suggested that parents follow a one-way route when driving to and from the school. A traffic survey is currently under way.

Timeframe: Immediate **1-2 years** within 4 years Ongoing

Reception Area

Entrance doors are double width and have low keypad entry systems.

Identify issues: Ensure that goods delivered to school do not obstruct entrances.

Priority: Low

Action: To continue to monitor

Timeframe: Immediate 1-2 years within 4 years **Ongoing**

Horizontal Circulation

School and centre are all on one level, flooring has contrast strips for visual impairment, clear signage for fire exits.

Identify issues: Obstruction of walkways by furniture/resources.

Priority: Medium

Action: Ensure corridors and walkways are kept clear of obstructions.

Timeframe: Immediate 1-2 years within 4 years **Ongoing**

WC provision and design for children, staff and public

Disabled toilets are provided in the school and centre.

Identify issues: Facilities are multi-use and need to be inspected frequently

Priority: High

Action: Daily checks to ensure that facilities are clean and free from obstruction.

Timeframe: Immediate 1-2 years within 4 years **Ongoing**

Staff and children facilities

Identify issues: Responding to the needs of an individual as required

Priority: Low

Action: Continuous monitoring of stakeholder needs

Timeframe: Immediate 1-2 years within 4 years **Ongoing**

Means of Escape

Personal Emergency Plans (PEP) are completed for individuals with mobility, sensory or cognitive impairments. Induction for visitors to school outlines escape routes and procedures, Emergency Plan in place for staff/children, termly fire drills undertaken and fire escape plan displayed in all rooms.

Action: Ensure PEPs and emergency plans are reviewed and updated as necessary

Timeframe: Immediate 1-2 years within 4 years **Ongoing**

Assembly Hall

Assembly Hall set up and seating arrangements ensure that emergency exits are kept free.

Identify issues: Area outside hall cluttered with play equipment

Priority: High

Action: Daily checks to ensure that outside equipment stored appropriately and not blocking exit routes.

Timeframe: Immediate 1-2 years within 4 years **Ongoing**

Dining Hall

Dining Hall set up and arrangements ensure that emergency exits are kept free and that there is sufficient room around dining tables.

Identify issues: Area outside hall cluttered with play equipment

Priority: High

Action: Daily checks to ensure that outside equipment stored appropriately and not blocking exit routes.

Timeframe: Immediate 1-2 years within 4 years **Ongoing**

Kitchen/Servery

There are two serveries, one on the main school site and one on the Early Years Centre site.

Identify issues: Counter height is unsuitable for wheelchair access.

Priority: Low

Action: School to ensure that trained midday staff are available to assist individuals as necessary.

Timeframe: Immediate 1-2 years within 4 years **Ongoing**

Classrooms

All classrooms have step-free exit onto playground and wide doorways. Some classrooms have double width doors onto corridors.

Identify issues: Furniture may restrict pathways around classroom.

Priority: Low

Action: To ensure clear pathways are provided as required.

Timeframe: Immediate 1-2 years within 4 years **Ongoing**

Changing/cloak rooms

Showers with seats are provided in disabled toilets and a curtained changing area is available off the school office.

Identify issues: Facilities are multi-use and need to be inspected frequently

Priority: Low

Action: Daily checks to ensure that facilities are clean and free from obstruction.

Timeframe: Immediate 1-2 years within 4 years **Ongoing**

Specialist teaching areas

All areas within school are accessible (see classroom section).

Medical Room

This is a curtained room adjoining the school office with a low chair and a bed. First aid provision is available throughout school and nursery with named staff who are first-aid trained (some paediatric).

Identify issues: Consistent procedures and practices across the two sites for administering medicines or first-aid.

Priority: High

Action: Office Manager and Admin Officer introducing system across both sites in liaison with new AHT

Timeframe: **Immediate** 1-2 years within 4 years Ongoing

Staffroom

Room is accessible and clutter free.

Identify issues: Access to hot water for tea/coffee making

Priority: Low

Action: Monitor

Timeframe: Immediate 1-2 years within 4 years **Ongoing**

Any other issues

None identified but regular premises inspections to take account of any changes to staff, children or visitor needs.