

William Austin Infant School

Accessibility Plan

November 2024

Introduction

It is a requirement under the Equality Act 2010 that schools have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. This means that “schools cannot unlawfully discriminate against pupils on the grounds of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Full Governing Body is responsible for ensuring the implementation and resourcing of the Plan and for reviewing the Plan. Both the staff and governing body have been consulted in the development of the plan’s visions and values.

William Austin Infant School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

The school will also remove or minimise any potential barriers to learning allowing all children to achieve and participate fully in school life.

William Austin Infant School will challenge negative attitudes about disability and accessibility and continue in developing a culture of awareness, tolerance, respect and inclusion.

1. Starting points:

The purpose and direction of the school’s plan: vision and values

William Austin Infant School’s vision;

‘We believe that all children at this school deserve to be given the opportunities, support and encouragement to achieve their best.’

William Austin Infant School has high ambitions for any disabled pupils and expects them to participate and achieve in every aspect of school life.

William Austin Infant School’s commitment to equal opportunities is driven by the National Curriculum Inclusion statement. The school:

- Plans and sets suitable learning challenges;
- Has high expectations for every pupil;
- Responds to pupils’ diverse needs and where appropriate provides access to specialist equipment and different approaches;
- Overcomes potential barriers to learning and assessment for every pupil achieving;

- Takes into account the needs of pupils whose first language is not English by planning teaching opportunities to help pupils develop their English and ensuring they take part in all subjects.

William Austin Infant School aims to identify and remove barriers to disabled pupils in every area of school life;

Both the staff and governing body have been consulted in the development of the plan's vision and values.

Views of those consulted during the development of the plan.

Information in relation to disability is sought from all prospective parents/ carers and staff through surveys and consultations as appropriate. This provides a platform for disabled persons to disclose any requirements they may have in accessing and using school services and facilities. Information is treated confidentially and used to inform the Equality Policy and the Accessibility Plan as necessary.

The Accessibility Plan was developed with the involvement of disabled children, young people, staff and their carers, and it is regularly updated. We also consult with organisations that provide services to this group (see list below). Appropriate professionals are consulted to ensure equality of access for disabled people. They include:

- Lady Zia Wernher's outreach team for advice regarding access to PE and the physical environment of school and classrooms and also IT resources and strategies
- Advisory teachers for visually and hearing impaired pupils
- Social communication team (SENS)
- Occupational therapists
- Learning support team
- Educational psychologist
- Diabetic nurse
- Speech and language therapists
- Behaviour support adviser
- Local Authority Advisory Teachers (SENS Learning Support)
- BISS (Behaviour & Inclusion Support Service)
- The Social and Communication Difficulties Team (SCD Team)
- Child and Adolescent Mental Health Service, CAMHS
- Specialist nurses and the school nursing team
- Outreach workers from the Luton Visual Impairment Provision (based at Chantry Primary), the Hearing Impairment Provision, LADST (based at Icknield Primary School) & Lady Zia Wernher School (special needs school in Luton)
- Local Alternative Behaviour Provision based at St Matthews Primary School
- LAC Team
- Edwin Lobo Centre

There is close liaison between feeder establishments and William Austin Infant School that ensures that the needs of any disabled pupils are met from the time they start attending here. Detailed information and additional transition arrangements take place with regard to receiving schools.

Our Family Worker is also available to support the needs and requirements of all pupils, parents and carers and staff including those who are disabled.

2. The main priorities in the school's plan:

- To improve the school's physical environment and increase the extent to which disabled pupils can take advantage of education and associated services.
- To increase the extent to which disabled pupils can participate in the school curriculum.
- To improve access to information for all pupils, parents and carers.

3. Making it happen:

Management, co-ordination and implementation

The governing body has overall responsibility for the plan and sets priorities relating to its responsibilities.

The plan will be reviewed and revised at Governing Body meetings. Reports will be provided to governors, and measures taken will be evaluated and reported on.

The plan will be co-ordinated with other services and agencies, including:

- the local authority's accessibility strategy
- social services
- health agencies

The implementation of the plan will:

- allocate lead responsibilities
- allocate resources
- indicate expected outcomes
- set clear timescales
- build in dates and review mechanisms

The governing body will report to parents on the accessibility plan, including:

- The arrangements for the admission of disabled pupils
- The steps taken to prevent disabled pupils from being treated less favourably than other pupils
- The facilities provided to assist access to the school

Making the plan available

- Hard copies will be available from the school office and will be uploaded onto the school website
- The Times New Roman 14 point typeface will be used to improve access for those with a visual impairment
- It will be written clearly and will be as jargon-free as possible

Review November 2024

Next review November 2027

WILLIAM AUSTIN INFANT SCHOOL

ACCESSIBILITY ACTION PLAN 2024-2027

Curriculum

Outcome	Key Actions / Success Criteria	Responsibility	Timescale
To ensure all pupils, including disabled children are able to reach their full potential, achieve equally and meet their targets through an appropriate curriculum.	To continue to track the progress of pupils who are 'disabled' under the Equality Duty Act 2010 (previously known as disability discrimination act). To investigate any inconsistencies and remove barriers as appropriate. Where appropriate provide resources to help support children with disabilities.	Year Leaders Subject Leaders Class Teachers SLT Inclusion Manager Lead Teacher for Equality and Diversity	2024 - Ongoing
To provide a curriculum that is inclusive and accessible for all pupils, taking into account individual learning needs	To continue to monitor and review all long, medium and short term planning in all subject areas to remove barriers and promote access for all pupils. To ensure all planning is differentiated to meet the needs of all children.	Year Leaders Subject Leaders Class Teachers SLT Inclusion Manager Lead Teacher for Equality and Diversity	2024 - Ongoing
To ensure extra-curricular activities are accessible to all pupils.	To monitor and review all extra-curricular activities provided by the school and assess their accessibility in relation to all pupils at school. To monitor numbers of disabled pupils volunteering to be school representatives. Children with disabilities to be supported and encouraged to volunteer, and if not 'elected' supported to make sure their views are still heard Where appropriate, provide extra-curricular activity groups only for children with disabilities. Lunchtime club available for those children who need extra support to manage their feelings and behaviour.	Lifestyle and Community Manager Lead Teacher for Equality and Diversity Inclusion Manager Subject Leaders Class Teachers SLT	2024 - Ongoing

Environment

Outcome	Key Actions/ Success Criteria	Responsibility	Timescale
Ensure that classrooms are optimally organised for disabled pupils/staff/visitors within current restraints. Identify needs and actions for future improvements.	Plan classrooms in accordance with pupil/staff/visitor need. Organise resources within classrooms to reflect pupil/staff/visitor need. If needed provide quiet / less stimulating spaces outside of the main classroom for children with disabilities to use to calm down. Incorporate accessibility into any proposed structural alternatives.	Year Leaders Class Teachers SLT Inclusion Manager Capital and Asset Management Service-	2024 - Ongoing
Improved classroom decoration- to cater for the needs of persons with a range of disabilities.	Future decoration of buildings to cater for visually impaired students. To take appropriate advice with reference to guidelines. Ensure children who may require team teach are situated within easy access of internal doors to ensure all pupils and adults are able to stay safe if the need arises to use restraint.	Headteacher SLT Inclusion Manager Site Agent Capital and Asset Management Service-	2024 - Ongoing

Information

Outcome	Key Actions/ Success Criteria	Responsibility	Timescale
To ensure parents, carers and pupils have access to information.	To provide information in other languages as appropriate. To adapt information sharing as and when required such as mode of contact, suitable font size and style, colour of paper. To continually review the methods of providing information in relation to all service users, for example by use of text, email and social media. To promote use of school website to share information.	Admin Staff Teachers	2024 - Ongoing
To improve communication with disabled pupils, parents and carers and other users through increased visits to website.	To ensure the school website is up to date, clear, simple and easy to use. To see if the website can be viewed in different languages to engage EAL parents and children more.	ICT Subject Leader Year Leaders Class Teachers	2024 - Ongoing