



The Federation of Grove House and King's Park Infant Schools

Disability Access Plan

Introduction

At The Federation of Grove House and King's Park Infant Schools we are committed to meeting the needs of all pupils and aim to minimise barriers for learning so that all pupils feel valued and achieve their potential.

We adopt a whole school approach to Special Educational Needs and Disabilities. All staff work together to ensure the inclusion of all pupils. We also work in partnership with other agencies to ensure that all of our pupils' needs are met.

The Accessibility Plan

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if: he or she has a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipates the need to make reasonable adjustments to accommodate their needs where practicable. It relates to the key aspects of physical environment, curriculum and written information.

What has been done so far?

- King's Park Infant School is all on one level with slopes leading to all areas from the outside. Grove House Infant and Nursery School is on two levels. However all classrooms and children's toilets are based downstairs and there is a stair lift available.
- King's Park Infant School and Grove House Infant & Nursery School have a disabled parking space and dropped kerbs for wheelchair access.
- As far as possible, all areas of the curriculum are available to pupils regardless of their disability. We plan staff training depending on the additional needs of our pupils, to improve access to the curriculum.
- School visits are planned with all children in mind and full risk assessments are carried out beforehand to ensure safety and participation of all pupils. Where an activity is not accessible, an alternative will be provided.
- Equipment in classrooms is available to meet pupil needs. For example, pupils have access to ipads and laptops to support writing. Other specialist equipment is available to support individual needs, such as writing slopes, wedge cushions, overlays etc. We use systems such as visual timetables, now and next boards and social stories to prepare children for the day.
- Outcomes for children with disabilities are monitored through the school tracking system.

- Staff awareness of disabilities and Equalities legislation is maintained through a training, staff meetings and CPD. Where further adaptations need to be made to support specific and individual needs, relevant staff will attend training.

Action	Success Criteria	Lead	Timescale	Review
To improve curriculum access for pupils with disabilities.	<ul style="list-style-type: none"> • Monitoring and observations show that pupils are accessing a differentiated curriculum. • Data shows that pupils with disabilities make good progress. • Monitoring shows that intervention is effective for all children. • Pupils with disabilities are positive about the provision made for them. 	LR/SLT	Sept 2017 – July 2018	July 2018
To improve access to the physical environment.	<ul style="list-style-type: none"> • Children with specific needs can access the environment. • Hearing loops and Soundfield systems are fitted in classrooms as required. • Accessibility is reviewed at building inspection and discussed at Governors meetings. • Accessibility issues are taken in to account if new building works are planned. 	LR/ SLT/ Governors	Sept 2017 – July 2018	July 2018
To increase access to written material.	<ul style="list-style-type: none"> • Visual timetables in classrooms. • Pupils have access to overlays etc. • Signs around the school are visible. • Children have enlarged copies of text on paper other than white where necessary. 	LR/ SLT	Sept 2017 – July 2018	July 2018