



# Accessibility Policy

<b>PERSON RESPONSIBLE FOR POLICY:</b>	<b>MRS LOUISE PONSONBY</b>
<b>APPROVED:</b>	<b>MARCH 2019</b>
<b>SIGNED:</b>	<b>ROLE: CHAIR OF GOVERNORS</b>
<b>TO BE REVIEWED:</b>	<b>MARCH 2022</b>

This Accessibility Policy and *Plan* are drawn up in compliance with current legislation and requirements relating to the Disability Equality Act 2010.

The Equality Act 2010 defines disability as a “ physical or mental impairment which has a substantial and long term negative effect on their ability to carry out normal day to day activities.”

This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

At Norton Infant School we aim to ensure that all barriers to equal access in our school are removed or overcome. We aim to provide support for families and actively seek advice from other outside agencies, in order to be able to make reasonable adjustments and changes to practices as far as are reasonably possible to meet the needs of all children.

An Accessibility Plan will be drawn up to cover a three-year period.

Norton Infant school will;

- continually review the environment of the school
- review the way we plan, prepare and deliver the curriculum
- review information we provide for children so that we can improve the access for both individuals and groups
- will provide an atmosphere where all children feel safe and valued
- promote understanding of disability through identifying positive role models which emphasises the person rather than the disability
- ensure all staff have access to training, advice and resources to enable them to contribute to developing fully inclusive practice.
- Plan practical and extra-curricular activities to ensure that children with limited access or a disability are provided with positive learning experiences which develops knowledge and understanding

The Accessibility Plan should be read in conjunction with the following policies:

Special Educational Needs Policy

SEND Information Report and Local Offer

Managing Medicines Policy

School Emergency Plan and Personal Emergency Evacuation Plans (PEEPS)

Equality Statement and Single Equality Scheme

Behaviour Policy

School Improvement Plan

School Prospectus

Educational Visits Policy

Intimate care policy

## **Short term**

Short term	Focus/objective	Action	People Involved	Timeframe	cost	Outcome/Review Evaluation
	Continue to review site and premises to improve access for children, staff and visitors with any disability	Ensure Keys for gates, Nursery shutters and fire door are kept in designated places.	Andrea Tunney Louise Ponsonby Caroline Greening	Ongoing		Access around school in improved  Fire procedures are in place
	To promote the health and safety of both staff and children the effective process of moving and handling.	"Team teach training"	Foundation stage one staff	Spring Term		Staff feel confident with moving and handling  Information shared with parents
	To promote early identification of need.	Health questionnaire shared with children to Norton Infant. Care plans developed from sharing information.	Jane Smith Louise Ponsonby	Ongoing		Children's needs met on entry to School.  Sharing information promotes good relationships with parents.
	To promote effective transition to meet the needs of children on entry to Norton Infant School Nursery.  To promote effective	Identify new to Nursery children. Nursery teacher to visit other settings. Nursery teacher to feedback to SENCO. SENCO to visit other settings to support transition to Nursery which involve Early Intervention and access to allowance. Identify new parents to	Louise Ponsonby Emma Powell	Summer Term 2016 Continue Summer Terms		Parents/carers, other settings and Norton Infant school promoting early support to meet the needs of children on entry to Nursery.  Staff confident and well informed about children's needs.  Happy children.  Parents

	support for parents through information sharing and access to school	school. Support parents through access to school and appropriate ways of sharing information.				confident to access school premises and are kept well informed.
--	--	---	--	--	--	---

### **Medium Term**

Medium Term	Focus/Objective	Action	People Involved	Timeframe	Cost	Outcome/Review Evaluation
	EYFS outdoor area play equipment installed	Explore space available to allow free movement around the equipment. Multipurpose activities for all children to access. Ensure floor covering is suitable. Explore practicalities. Consult with different companies. School Council consultation.	Andrea Tunney Caroline Greening	Ready for Autumn 2019		All children accessing physical activity at playtime and lunchtime.  Evaluation by children  Environment around school improved.  Outdoor provision for EYFS pupils vastly improved

### **Long Term**

Long Term	Focus/Objective	Action	People Involved	Timeframe	Cost	Outcome/Review Evaluation
-----------	-----------------	--------	-----------------	-----------	------	---------------------------

	Improved central library area to enhance reading provision	To develop a library area that put reading at the centre of the sch.	A Tunney C Greening E Chadwick	2021-2022	TBC	<p>Reading is prioritised to allow all pupils access to the full curriculum offer. (Ofsted 2019)</p> <p>Children read widely and often, with fluency and comprehension appropriate to their age.</p>
--	--	--	--------------------------------------	-----------	-----	--