

Accessibility Plan: September 2022

The proposed actions below are in order of priority, though 3-9 (*italics*) are ongoing:



	Issue	Action	People/ Resources	Timescale	Success Criteria	Monitoring Method: Who? How?
1.	Improve physical access to the school.	Improve travel around the school for all members of the school community.	LCI Team Headteacher Inclusion Manager Premises Officer H&S Governor	On-going as required	Provision of clear signs / directions and some non-visual guides around the premises.	Feedback from parents, carers and visitors Review LCI, Inclusion Manager, Headteacher and Business Manager
2.	Improve visibility of steps and potential trip hazards in school and external areas.	Paint edges of steps in all external areas	Advisory Teacher for Visual Impairment Headteacher Inclusion Manager Premises Officer Cost	On-going as required	Physical accessibility of the school is increased.	Headteacher Feedback from pupils and staff.
3.	<i>Availability of written material in alternative formats.</i>	<i>School makes itself aware of the services available through the LA for converting written information into alternative formats.</i>	<i>LA Headteacher Office Staff Inclusion Manager</i>	<i>On-going as required</i>	<i>If needed the school can provide information in alternative formats.</i>	<i>Headteacher Feedback from parents, carers and staff.</i>
4.	<i>Parents/carers with a disability know how to inform school.</i>	<i>Statement to be added to the website. Parents, Carers or Visitors with Disabilities Inglehurst Infant School</i>	<i>Headteacher Inclusion Manager Office Staff</i>	<i>On-going as required</i>	<i>Physical accessibility of the school and to information is increased.</i>	<i>Feedback from parents and carers. Review Headteacher and Inclusion Manager</i>
5.	<i>Raise staff awareness of disabilities issues.</i>	School to seek advice from experts. Consider the needs of specific pupils, both for school and off-site activities.	<i>LA Health Authority Disability Rights Commission All school staff</i>	<i>On-going</i>	<i>Teachers and all support staff aware of issues. Detailed information and support available and passed on by staff.</i>	<i>Headteacher Management Team Inclusion Manager Premises Officer Class Teachers All support staff</i>

		Promote disability equality via: • Staff meetings • PSHE lessons • Assemblies • Celebrating differences • Inclusion newsletters	Whole staff	On-going	Increased whole-school awareness of disability issues.	Inclusion Manager PSHE Subject Leader All staff
6.	Ensure that all school trips and residential visits are accessible for pupils with learning or physical disabilities.	Thorough planning Advance visits Visit planning documents and risk assessments	Visit leaders Educational Visits Co-ordinator Headteacher	On-going	School trips and residential visits are accessible for all pupils.	LA Headteacher Schools Visits Co-ordinator Trip leaders Feedback from pupils and staff
7.	Ensure that after-school clubs are accessible for all pupils.	Ensure access is available for all pupils, including those with physical or sensory disabilities. Provide adult support if necessary. Make physical adaptations as required.	Leaders of after-school clubs	On-going	After-school clubs are accessible for all pupils.	Headteacher Feedback from parents, carers and pupils
8.	Strive to ensure the curriculum is fully accessible to pupils with any type of difficulty or disability.	Consider alternative communication systems. Consider the way in which information is presented to pupils. Consider ways in which pupils can communicate their ideas. Best endeavours and reasonable adjustments in place.	All staff Subject/aspect leaders Advisors for sensory impairments Subject advisors	On-going	Curriculum is fully accessible for all pupils	Headteacher Management Team Inclusion Manager

9.	<i>School policies make reference to provision for pupils with difficulties and disabilities (particularly P.E.).</i>	<i>Policies to include:</i> <i>Content</i> <i>Strategies</i> <i>Resources</i> <i>That could be employed when planning for pupils with difficulties or disabilities.</i>	<i>Whole staff</i> <i>Subject/aspect leaders</i> <i>Advisors</i>	<i>On-going</i>	<i>Policies include provision for pupils with difficulties or disabilities</i>	<i>Headteacher</i> <i>Subject/aspect leaders</i>
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This document should be read in conjunction with:

Equality and diversity statement including equality objectives

SEND policy

SEND report

Inclusion policy

Health and Safety policy