



Accessibility Plan

November 2020

Review November 2021



**Artsmark
Silver Award**
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Derbyshire Healthy Schools
Community Award

Headteacher: Mrs Zoë Andrews

TIBSHELF INFANT AND NURSERY SCHOOL ACCESSIBILITY PLAN 2020-2021

Introduction

This Accessibility Plan is compliant 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 on progress of the Accessibility Plan over a prescribed period.

This Accessibility Plan ensures that we continue to improve all aspects of the physical environment of the school site, the curriculum and written information so that all students with a disability can take full advantage of the education and associated opportunities provided by Tibshelf Infant and Nursery School. **Definition (Equality Act 2010)**

“A person has a disability if he or she has a physical or mental impairment that has a substantial and long-term effect on his or her ability to carry out normal day to day activities” Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA ‘**substantial**’ means ‘**more than minor or trivial**’. ‘**Long-term**’ means **has lasted or is likely to last more than 12 months**.

The definition is broad and includes children with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, **where the effect of the impairment on the pupil’s ability to carry out normal day-to-day activities is adverse, substantial and long-term**. All those with cancer or surviving cancer; HIV or Multiple Sclerosis are now included from the point of diagnosis. A significant number of pupils are therefore included in the definition. **Normal day-to-day activity**

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility;
- Manual dexterity;
- Physical co-ordination;
- Continence;

- Ability to lift, carry or otherwise move everyday objects;
- Speech, hearing or eyesight;
- Memory or ability to concentrate, learn or understand; □ Perception of risk of physical danger.

The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the four year period ahead of the next review date. This plan reflects new statutory requirements for the setting of Equality Objectives. The Accessibility Plan is structured to complement and support the school's Equality Objectives and will similarly be published on the school website. We are committed to providing an environment that enables full curriculum access that values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to reinforcing our culture of inclusion, support and awareness within the school. The Tibshelf Infant and Nursery School Accessibility Plan shows how access is to be improved for students with disabilities, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable.

The Accessibility Plan will contain relevant and timely actions to:

Increase access to the **curriculum** for students with a disability, ensuring that students with a disability are as equally prepared for life as our students who do not have a disability; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these students in accessing the curriculum.

Improve access to the **physical environment** of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.

Issue	Action	People / Resources	Success Criteria	Monitoring and Review	Evaluation
Disabled parking bay needs to be remarked annually to ensure easy access to and from school for children with physical disability	Ensure relining takes place ready for start of new academic year	Caretaker Line marking paint	Clearly identified parking area and access into school for child with physical disability and other wheelchair users	Governors	Feedback from parents of children with physical disability/limited mobility
Availability of written materials in alternative formats	School makes itself aware of the services through the LA for converting written information into alternative formats	Headteacher School Business Manager	If needed school can provide information in alternative formats	Headteacher	Feedback from parents/carers/staff
Staff awareness of potential issues/difficulties for any member of the school community with a disability	School to seek advice from experts / outside agencies. Consider needs of specific children both for school and off-site visits	Headteacher School health Specific agencies Staff Parents/carers	Increased whole school awareness of potential issues around disability Greater awareness of issues around pupil disabilities and access to the curriculum Greater awareness of provision and possible support in school for children with a disability	Headteacher SENCO Governors	Staff report greater awareness of issues around disability and how to support children in school
	Promote disability equality through staff meetings/fund raising events				

School educational visits & residential visits are accessible for pupils with learning and physical disabilities	Thorough advance planning with venue, parents/carers, staff and child/children Advance visits EVOLVE form and risk assessments	Visit leader Educational Visits Co-ord. Headteacher	School educational visits and residential visits are accessible for all pupils and staff are confident in their ability to support	Headteacher EVC Visit leader	Feedback from parents and pupils
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After-school and lunchtime clubs are accessible for all pupils	Ensure access is available for all pupils including those with physical disabilities Provide additional adult support if necessary Make physical adaptations as required Ensure club leader is aware of any disabilities and has adequate training to lead club and support as needed	Leaders of afterschool / lunchtime clubs	After school and lunchtime club provision is fully accessible to all pupils	Headteacher	Feedback from parents and pupils
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<p>The whole curriculum is fully accessible to pupils with any difficulty or disability</p>	<p>Consider alternative communication strategies Consider alternative ways of presenting information to pupils</p> <p>Consider ways in which pupils can communicate their ideas</p> <p>Take into account any visual impairments and ensure any written/visual equipment is presented in an enlarged format or as needed</p> <p>Take into account any hearing impaired children and ensure they are</p>	<p>All staff</p>	<p>Curriculum is fully accessible for all pupils</p>	<p>Headteacher Governors</p>	<p>Feedback from parents and pupils</p>
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	<p>positioned to maximise their ability to hear, any radio aids are used correctly, hearing aids are checked to optimise learning</p> <p>Consider physical accessibility from all angles – ability to communicate, ability to record, ability to reach resources, ability to access learning inside and outside</p>				
School policies make reference to provision for pupils with difficulties and disabilities	Policies to include resources and strategies that could be employed when planning for pupils with learning difficulties or disabilities	All staff	Policies include provision for pupils with learning difficulties and disabilities	Headteacher Governors	Feedback from parents and pupils