



# **The Mead Infant and Nursery School**

## **Accessibility Plan**

School name: The Mead Infant and Nursery School

Reviewed by: Head teacher

Status & review cycle: Every 3 years

Next review date: Summer 1 2024

## Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

At The Mead Infant and Nursery School, we are committed to ensuring equality of education and opportunity for staff, pupils and all those receiving services from the school, irrespective of disability. We aim to treat all pupils fairly and with respect. This involves providing access and opportunities for all, without discrimination of any kind.

At The Mead Infant and Nursery School, we believe that diversity is a strength, which should be respected and celebrated by all those who learn, teach and visit here.

We aim to identify and remove barriers to disabled pupils in every area of school life.

We have high ambitions for our disabled pupils and expects them to participate in all aspects of school life.

Our commitment to equal opportunities is driven by the National Curriculum Inclusion Statement. The school:

- sets suitable learning challenges
- responds to pupils' diverse needs
- overcomes potential barriers to learning and assessment for individuals and groups of pupils

At The Mead Infant and Nursery School, we will work actively to promote equality and foster positive attitudes and commitment to an education for equality.

This plan will be made available on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement this plan and we work in partnership with The Bourne Education Trust and the schools within it; the local authority and other local and national support services as appropriate.

Our school's complaints procedure covers this accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

## Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#)

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day-to-day activities.

Under the , [Special Education Needs and Disability \(SEND\) Code of Practice](#) 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

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

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

As an academy, this policy complies with our funding agreement and articles of association.

## Current Good Practice

- Our school offers a differentiated curriculum for all pupils.
- We use resources tailored to the needs of pupils who require support to access the curriculum.
- Curriculum progress is tracked for all pupils, including those with a disability.
- Targets are set effectively and are appropriate for pupils with additional needs.  
The curriculum is reviewed to ensure it meets the needs of all pupils and resources reflect the diversity with our community and beyond
- Deaf awareness training for all staff

The school environment is adapted to the needs of pupils as required.

This includes:

- Appropriate seating, acoustic conditioning and lighting
- Sound field systems in all classrooms and personal radio aids for deaf children
- Audio –visual fire alarms
- Yellow and black identification on steps and around climbing frame ground surfaces
- Wheel chair access for the ground floor including mobile ramp for hall access from the playground
- Disabled toilets and changing facilities

Please refer to our special educational needs policy for an outline of the full provision that our school has in place to support pupils with SEND.

## Medical Needs

The school has children with a limited range of disabilities, of which the staff and governors are fully aware. When children enter the school with specific disabilities, the school liaises closely with the parents/carers and contacts the local authority for assistance, support and guidance for the school and parents/carers.

For all children that have medical needs, a care plan is agreed with their parents/carers and school nurse if appropriate. All relevant staff and other relevant parties are provided with copies and pictures of the pupils.

Please refer to 'Supporting Pupils with Medical Needs' policy for further details

## Action Plan

	Objectives	Actions	Person responsible	Completion date
<b>Improved access to the curriculum for pupils with a disability</b>	Embed ordinary available provision (OAP)	Staff meetings for all staff to learn and understand OAP	Send leader	July 2024
	Improve the mapping and management of provision for all SEND child effectively	Purchase and implement online provision mapper	Send Leader	July 2024
	Ensure the curriculum themes, topics and resources include examples of people with disabilities	Subject leaders to review curriculum content and make changes where necessary, purchases new resources if required	Subject leaders and curriculum leaders	July 2024
<b>Improved provision of information</b>	To ensure admission packs are accessible for all	Review admissions pack yearly -	Headteacher	On-going

	<p>To review and evaluate all policies to ensure that they reflect the disability equality duty to pupils, staff and parents</p> <p>To improve the availability of written material in alternative forms</p> <p>To ensure provision for disabled parents is provided</p>	<p>Include parent disability request</p> <p>All named staff on the policies when reviewing to ensure they reflect the disability equality duty</p> <p>School to be aware of local and County services for converting written information into alternative formats</p> <p>The school to provide appropriate support for disabled parents at Parents Evenings, assemblies, parking facilities etc.</p>	<p>Staff named on the policies</p> <p>Admin team to research and discuss with SLT</p> <p>Employ a professional to translate if parents are deaf , special parking provision for parents who require it</p>	<p>As and when policies are due for renewal according to the BET policy schedule</p> <p>July 2024</p> <p>On going</p>
<b>Improved Physical environment</b>	<p>To improve physical access for children &amp; parents with disabilities.</p>	<p>Reminder to parents/carers through newsletter to inform staff if they have problems accessing areas of school.</p> <p>Ensure new buildings and major refurbishments are accessible.</p>	<p>Headteacher</p>	<p>On going</p>

		Ensure parents/carers who are unable to attend school, because of a disability can access Parents' Consultation Evenings and other events such as Christmas shows		
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### **Monitoring arrangements**

This document will be reviewed every 3 years but may be reviewed and updated more frequently if necessary.

### **Links with other policies**

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- SEND policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy
- Curriculum Policy
- EYFS Policy