



Trumps Green Infant School

Accessibility Plan

Trumps Green Infant School is committed to safeguarding, child protection and promoting the welfare of children and young people. We expect all members of the school community including staff, parents, carers, volunteers and governors to demonstrably share this commitment.

1. This Disability Action Plan was drawn up in consultation with the Local Authority, pupils, parents, staff and governors of the school and covers the period from October 2014 – September 2021.
2. We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. Access will be further increased for individual pupil needs by making reasonable adjustments. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
3. The Trumps Green Infant School plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:
 - 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.
 - Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Equality Act 2010 and the Disability Discrimination Act). 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 **facilities, equipment and assistive technology**, which may assist these pupils in accessing the curriculum.
 - Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. Attached are Accessibility Plans, relating to these key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New Plans will be drawn up every three years.

6. We acknowledge that there is a need for ongoing awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter.
7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Equality Policy and Single Equality Scheme
 - Continued Professional Development
 - Health & Safety (including off-site safety)
 - Special Educational Needs
 - Behaviour (including Anti-Bullying)
 - Curriculum
 - Strategic and Operational School Development Plans
 - Asset Management Plan
 - School Brochure and Mission Statement
 - Teaching and Learning File
8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which is undertaken regularly by the Local Authority. It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
9. As curriculum policies are reviewed, a section will be added relating to Equality.
10. The School's complaints procedure covers the Accessibility Plan.
11. Information about our Accessibility Plan will be published on the school website.
12. The Accessibility Plan will be monitored through the Learning and the Health Safety Welfare and Premises Committees of the Governors for academic and physical access areas.
13. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
14. The Accessibility Plan will be monitored by Ofsted as part of their inspection cycle.

Equality Statement

In accordance with our Equality Policy we will promote equality across the full range of protected characteristics and ensure that all pupils have equal access to all opportunities offered by the school.

Policy Status	
Agreed by Governors	January 2018
Next Review Date	Oct 2021

Trumps Green Infant School Accessibility Plan October 2014-September 2021**Improving the Physical Access at Trumps Green Infant School**

An Access Audit was carried out and agreed by the HSW&P Committee on 15 October 2014 and will be reviewed every 3 years in line with the policy or sooner if a need arises or any work is undertaken.

Item	Activity	Timescale	Cost £
Accessible car parking	Bays to be signed in accordance with Part M standards To create a designated disabled parking space	No accessibility parking and drop kerb was provided by Surrey C.C in part of the Phase 2 expansion external works which were completed in September 2014.	
Dropped kerbs either side of main vehicle entrance.	Pedestrian access	As above	
Accessible toilet and adapted wash basins to be at wheelchair height with space under for wheelchair to allow user to get close to wash basin	To provide two unisex accessible toilets	COMPLETED. Disabled toilet provided 2013 within Phase 1 Surrey CC funded school expansion programme. Located in new portacabin cloakroom area between Poppies and Sunflowers classrooms. A further disabled toilet has been provided as part of the Surrey CC Phase 2 building expansion works completed September 2014.	
Light switches, power outlets and emergency alarm buttons	Sited within permissible height range as part of the Surrey CC Phase 2 expansion works completed September 2014. Other areas of the school reviewed as need and as money allows.	Review 2017 or sooner if need identified.	
Steps and paths clearly identified to support visual impairment	Paint edges of steps in yellow paint to ensure high visibility. Paint yellow footprints along paths to assist movement around the site.	Completed	

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Improving the Curriculum Access at Trumps Green Infant School

<u>Target</u>	<u>Strategy</u>	<u>Outcome</u>	<u>Timeframe</u>	<u>Achievement</u>
Training for teachers on differentiating the curriculum	Undertake an audit of staff training requirements	All teachers are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum	In Place	Increase in access to the National Curriculum
Training for teachers on differentiating the curriculum	Review the specific needs for pupils living with a disability, in terms of basic daily living skills, relationships and future aspirations.	Teachers are aware of the relevant issues and can ensure that this group has equality of access to life-preparation learning. The use of other professional partners has been made available.	In Place	
All out-of-school activities are planned to ensure the participation of the whole range of pupils	Review all out-of-school provision to ensure compliance with legislation	All out-of-school activities will be conducted in an inclusive environment with providers that comply with all current and future legislative requirements	In Place	Increase in access to all school activities for all disabled pupils
Classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual class bases	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils	In Place	Increase in access to the National Curriculum
Training for Awareness Raising of Disability Issues	Provide training for governors, staff, pupils and parents Discuss perception of issues with staff to determine the current status of school	Whole school community aware of issues relating to Access	In Place	Society will benefit by a more inclusive school and social environment
Order equipment to improve access for pupils with disabilities and SEN	Audit of equipment needed and order.	Pupils will have individual needs met with equipment such as a sloping board, Occupational Therapy seating, extra grip cutlery, ear defenders, fiddle toys and sensory cushion	In place	Individual pupils' needs are met in order to increase access to learning

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Improving the Delivery of Written Information at Trumps Green Infant School

TARGET	STRATEGY	OUTCOME	TIMEFRAME	ACHIEVEMENT
Availability of written material in alternative formats	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes	Will be put in place if as necessary.	Delivery of information to disabled pupils improved
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it	All school information available for all	Will be put in place if as necessary.	Delivery of school information to parents and the local community improved
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from PSSS on alternative formats and use of IT software to produce customized materials. Set up 'Load to Learn'. Set up email system from office to parent with assistive technology to support visual impairment for homework and newsletters.	All school information available for all	Will be put in place if as necessary.	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of good communications systems.	Arrange training courses.	Awareness of target group raised	Will be put in place if as necessary.	School is more effective in meeting the needs of pupils.