

DISABILITY ACCESS STATEMENT AND PLAN 2020-21

1. Introduction

This Access Policy statement is based on a belief in equality and inclusiveness for all and confirms that everyone should have equal access to facilities and services regardless of disability, age, gender or race. With this in mind Crofton Hammond Infant School puts accessibility for all at the heart of the planning and design process.

The school is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

2. Definition of Disability

Disability is defined by the Disability Discrimination Act 1995 (DDA) and the Equality Act 2010: The Act defines disability as when a person has a physical or mental impairment which has a substantial and long term adverse effect on that person's ability to carry out normal day to day activities.

3. Key Objectives

The school recognises that many of its pupils, visitors and staff, whether disabled or otherwise, have individual needs when using school facilities. We recognise that for all pupils, the nature of their disabilities may mean that they experience specific difficulties related to accessing education, and the physical environment. As part of the ongoing commitment to the delivery of an inclusive educational service, we will endeavour to ensure that all our pupils receive as high a standard of education as their counterparts in mainstream schools.

In order to ensure that the educational services it provides effectively meet the needs of disabled students the school will:

- Inform all staff of this access policy so that the provision of educational services ensures the inclusion of all of our pupils. Such communications will address the legal obligation of staff, and the school.

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- Make all prospective employees aware of the disabilities of the pupils in the school. Any applicant for a new position will be made aware of their role in delivering the curriculum, personal care, therapy programmes and maintaining the health and safety of the pupils at all times.
- Provide appropriate training for staff which will explain the school access policy and ensure the effective implementation and monitoring of it.
- Encourage all visitors to school including suppliers and contractors, to adopt similar policies towards disabled pupils.
- Consult with disabled pupils, parents, staff and disability organisations.
- Regularly review whether its education (and other) services are both accessible and effective, and take appropriate action.
- Monitor the implementation and effectiveness of this plan on a regular basis.
- Operate an accessible complaints procedure whereby disabled people can make improvement suggestions and request assistance.
- Ensure that the School Prospectus makes reference to this Accessibility Policy and Plan.
- Ensure that the School's complaints procedure covers the Accessibility Policy and Plan.
- Ensure that information about the Accessibility Policy and Plan is published on the School's website.

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Target	Action Needed	Responsible Person	Timescale	Measurable Impact/ success criteria	Monitoring evaluation
<p>PROGRESS OF PUPILS</p> <p>To ensure disabled pupils are identified within school</p>	<p>Links to outside providers established during year before entry to CHIS</p> <p>Pupil records screened on entry and information passed on to relevant staff</p> <p>Information passed on to subsequent staff</p> <p>Information about Pupils identified as disabled at any point following admission passed on to SENCO</p> <p>Medical Alert sheets placed in office and registers for supply staff for pupils with physical disability, complying with GDPR..</p>	<p>SENCO to ensure communication between agencies, school and appropriate school staff and negotiate support from outreach providers Year group teachers included in establishing programme Records in relevant SEN file for year group and SENCO Class teachers</p> <p>Class teachers HT – appropriate appointment made to support child when 1:1 support necessary</p> <p>Headteacher</p>	<p>Details in current class to be transferred to new teacher in July and each subsequent year</p> <p>Already in place/ongoing for each start of new year</p>	<p>All staff working with child aware of details of disability</p> <p>Whole school staff aware of basic needs and procedures</p> <p>All staff working with children aware of those pupils with medical needs</p>	<p>SENCO to monitor via SEN programme of monitoring</p> <p>HT to review annually</p>

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PROGRESS OF PUPILS					
To ensure tracking of progress of pupils who may have a disability which affects learning	Progress of identified pupils to be monitored termly by teachers and concerns passed on to SENCO and monitored/tracked annually by HT/DHT.	Class teachers/SENCO HT/DHT	In place/ ongoing annually	Failure to make progress highlighted and plan made to address issues Pupils identified for extra intervention strategies /support School trends analysed	Termly monitoring by teachers and concerns passed on to SENCO and monitored/tracked at least annually by DHT/ HT/governors. Termly meeting between SENCO and SEN governor Trends identified by ARR leader /HT and discussed with governors
To ensure action is taken to address issues of lack of progress	Individual targets set to support Literacy and Numeracy as appropriate plus IEP learning and/or behavioural targets set for pupils with SEN. Lack of progress discussed with parents/SENCO/other agencies	Class teachers/SENCO	Already in place/ ongoing	Individual needs of pupils addressed and progress is matched to ability	All staff

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PROGRESS OF PUPILS					
To ensure pupils with emotional or behavioural needs are identified and receive support	Concerns from parents/ TA's, LSA's, LTSA's recorded by class teachers and discussed with SENCO/ Deputy/ HT ELSA when BST appropriate.	All staff	Already in place / ongoing	Individual needs of pupils identified and addressed through IEP / positive behaviour programme / outside agency support	SENCO / HT to monitor and ensure strategies in place to support the child
To ensure positive Induction and transition procedures for disabled pupils	Pupils joining school/ moving on, to have induction and transition procedures modified in a sensitive and appropriate way that enables them to move confidently from one key stage to the next. Proposed arrangements to be discussed in advance with parents, LSA and child so that modifications from normal processes are handled sensitively	HT / Yr R staff / Yr2 staff / Yr3 Junior staff / SENCO	Already in place / ongoing annually		HT to ensure all possible communication and induction procedures developed to meet needs

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ACCESS TO CURRICULUM	Pupils have access to: <ul style="list-style-type: none"> • appropriately differentiated • activities • appropriate adult or peer support • differentiated resources • appropriate transport for off-site activities 	Class teacher / HT / class teachers / subject co-ordinators / SENCO <i>SEN Governor for information</i>	Already in place / ongoing	Planning reflects needs of individuals / groups of pupils	HT / LMT to monitor in curriculum planning and in lesson observation. Reports made to governing body
To ensure pupils are made aware of needs of others and are informed of needs of disabled pupils	PHSE lessons/assemblies address issues of disability and positive role models set by staff People with disabilities presented in positive way to pupils	All staff	Already in place / ongoing	PHSE curriculum assembly themes reflect these issues	Already in place / ongoing

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ACCESS TO CURRICULUM					
To ensure issues of bullying/harassment are addressed regarding specific bullying of disabled persons	Anti-bullying policy reflects needs of disabled persons Monitoring of bullying includes bullying of disabled persons	HT Information to SEN Governors	Already in place / ongoing	Reduced incidence / no incidence of bullying / harassment of disabled persons	HT to monitor incidences at time and report to governors HT to monitor annual Pupil Attitude survey results
EMPLOYMENT					
To ensure disabled persons are enabled and encouraged to apply for employment	Advertisements and invitations to interview address needs of disabled persons. EPS recruitment / advertising / guidelines followed with regard to disabled persons	HT / Governors	Disabled applicants statement to be inserted in job advertisements	Disabled persons confident to apply for posts in school EPS guidance followed	Interest and employment from disabled persons for roles in school noted and needs audited, agreed and met.

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EMPLOYMENT	<p>EPS guidelines and specific advice followed with regard to disabled persons access to physical/ emotional support in school and through outside agencies</p> <p>Employees encouraged to discuss potential/arising difficulties with HT/LMT to find positive ways to address areas of difficulty. HT to be proactive in offering support.</p> <p>Employees encouraged to access support through external sources.</p> <p>Specific Training needs of disabled staff discussed and appropriate training accessed.</p>	HT / LMT / Governors	<p>Already in place/Ongoing</p> <p>Ongoing/ Already in place/</p> <p>Ongoing/ Already in place/</p> <p>Ongoing/ Already in place/</p>	Disabled staff able to access appropriate training support to carry out role and ongoing advice and support.	According to staffing structure and employees.

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<p>GOVERNORS / PARENTS / VISITORS TO SCHOOL</p>	<p>School gates are closed during school hours.</p> <p>Displayed signage to instruct disabled on method of entry and assistance.</p> <p>Caretaker routinely monitors car park at peak times.</p>	<p>Office Staff and Caretaker</p>	<p>Ongoing</p>	<p>Disabled able to access building easily and without obstruction</p>	<p>On-going</p>
<p>Link to the school's Disability Access Scheme on Website for the partially sighted advising that enlarged print is available on all correspondence if required.</p>	<p>Update website with Statement of Intent.</p>	<p>Office Staff</p>	<p>Continuously monitor for updates</p>	<p>Enhanced communication</p>	<p>Admin staff to ensure that paper copies in enlarged print are readily available to the school community</p>

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TOILETS					
To provide an assistance call button in adult toilet	Install buzzer system as used in Staffroom	Head teacher / Admin Officer	In Place	Assistance given if required	Annually by Governors
To provide higher visibility handrails in adult toilet	Purchase high visibility tape and fix to handrail	Caretaker	In Place	Improved visibility of handrail for partially sighted.	Annually by Governors
To improve child's toilet to include Changing Table.	Renovation of existing child's toilet, removing cubicle.	Admin Officer	In Place	Hygienic and more privacy.	Annually by Governors

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Target INTERNAL CIRCULATION	Action Needed	Responsible Person	Timescale	Measurable Impact/ success criteria	Monitoring evaluation
Ensure that all classrooms and teaching spaces are accessible	Regular monitoring.	Head teacher / Admin Office r/ Governors	In place	The whole school community are able to manoeuvre around the school without any obstructions.	Annually by Governors
Ensure that reception and staff room is accessible to everyone	Ensure higher seating is always readily available from Chair Store	Head teacher / School Office	In Place	Comfortable area for disabled staff, parents and visitors.	Annually by Governors