



Crofton Infants School Accessibility Plan 2024 – 2025

Purpose of the Plan

The purpose of this plan is to show how Crofton Infants School intends, over time, to increase the accessibility of our school for disabled pupils.

Definition of Disability

A person has a disability 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 carry out normal day to day activities.

Legal Background

In line with the Equalities Act 2010, Disability Discrimination Act (DDA) 2002, 1995. It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary.

This plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required by the planning duties of the DDA:

- increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education.

- improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. eg. handouts, timetables, textbooks and information about school events. The information should take account of the pupils` disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe.

Crofton Infants School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

Contextual

The school is a single storey building with two sets of stairs internally which lead to an office and staffroom. There is a ramp up to the school entrance and easy access through the nursery entrance. In the main corridor there is also a child's disabled toilet within the children's toilets. We have a disabled parking available in the staff car park if requested. All reasonable adjustments would be made for a child with additional accessibility requirements should it be necessary.

The Current Range of Disabilities within Crofton Infants School

The school has children with a range of disabilities which include Autistic Spectrum Disorder, Global Developmental Delay, Physical Neurological Impairment, Medical Needs and Speech Language and Communication Difficulties. When children enter school with specific disabilities, the school contacts the local authority professionals for assessments, support and guidance for the school and parents. Staff receive regular training and support to meet these diverse needs. We also have children who have epilepsy, asthma, allergies and food intolerances. All staff are aware of these children. Inhalers are kept in the classroom and a record of use is noted. All medical information is collated and available to staff in the staffroom and office. We have competent First Aiders who hold current First Aid certificates. All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

Targets	Strategies	Outcome	Timeframe
EQUALITY AND INCLUSION			
To ensure that the accessibility plan is regularly reviewed	Include the plan in the yearly policy updates	Adherence to legislation	Annually
To improve staff awareness of disability issues.	Review staff training needs regularly.	Whole school community are aware of any issues and trained appropriately.	On going
To ensure that all policies consider the implications of disability access	Consider during policy review	Policies reflect current legislation	On going
To ensure that any child recovering from serious medical condition or with underlying health issues has minimal risk of contracting infections whilst in school.	Parents/Carers to inform school of any underlying health issues.	School has up to date information on the health of pupils	On-going
PHYSICAL ENVIRONMENT			
To ensure that where possible, buildings and grounds are accessible for all children and adults	School identifies barriers during audit of buildings and grounds. Actions to be put in place as budget allows.	Modifications made as required.	On-going
CURRICULUM			
CPD for staff to meet the needs of all SEND pupils	SENCo reviews the needs of staff and organises training as appropriate	Staff are able to meet the needs of all pupils	On-going
To provide resources to allows all pupils to participate fully in the curriculum	Resources are provided as required	Challenges to learning are removed enabling pupils to achieve	On-going
COMMUNICATION			
All parents and carers have access to information	The school website is reviewed regularly to ensure access to up to date information.	The school community can make decisions based on the information provided	Termly
The SENCo issue a parent questionnaire	Parent/carer survey at parent consultations	Parents/carers views are expressed	Annually