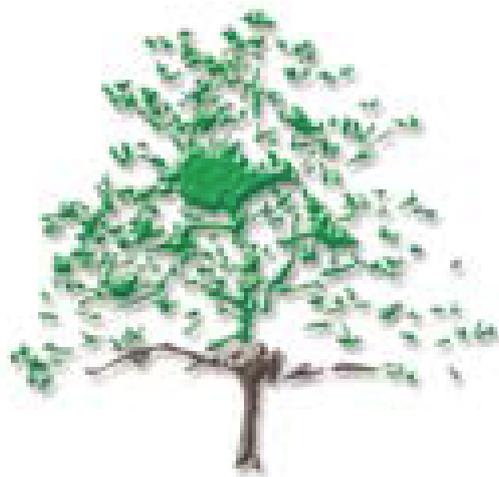


Blackmoor Park Infant School & Kindergarten

Accessibility Plan



September 2022

Accessibility plan

At Blackmoor Park Infant School and Kindergarten, this Accessibility Policy and plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010.

Our School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan.

At Blackmoor Park Infant School and Kindergarten...

- We are committed to providing an accessible environment which values and includes all children, parents, staff and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.
- We are committed to challenging negative attitudes about disability and accessibility ,
- We are committed to developing a culture of awareness, tolerance and inclusion.
- We have drawn up the following Accessibility Plan which will cover the next 3 years (September 2015- July 2018). The plan will be updated annually.

According to the Act a “disabled person is defined as someone who has a physical or mental impairment which has an effect on his or her ability to carry our normal day-to-day activities.” The effect must be substantial, long term and adverse. The Equality Act definition covers physical disabilities, sensory and other mental impairments and learning disabilities.

Accessibility Plan

The following Accessibility Plan sets out how the local governing body plans to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs.

In accordance with the Act the plan focuses on three key areas:

- Increasing the extent to which disabled pupils can participate in the school curriculum;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school’s Accessibility Plan is resourced, implemented and reviewed and revised as necessary. An action plan is attached as Appendix 1 showing the priorities identified for action along with how they are to be addressed within a given timeframe. The plan is to reviewed and updated at least every three years.

It must be noted that it may not be feasible to undertake some of the works during the life of this 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 next Plan in the following the period.

School Aims

In drawing up this Accessibility Plan the school set the following priorities:

- To provide safe access throughout the school for all school users.
- To ensure that the learning and teaching environment and the resources used are suitable for all staff and pupils, tailoring the requirements to suit individual needs.
- To provide training to all staff regarding the needs of disabled people and how to provide assistance to enable them to enjoy the school experience as fully as possible.

It will be the responsibility of the whole school community to implement this in a manner which promotes the inclusive ethos of the school.

Current Activities

The school SEND policy ensures that staff identify, assess and arrange appropriate provision for pupils with special educational needs and / or disability. The SENCO works with a number of outside agencies including, the Educational Psychology Service, SENISS, Speech & Language Service, Physiotherapy and Occupational Therapy services and CAMHS.

The school's governors, teachers, learning support staff and welfare staff have a wide range of qualifications, training and experience of working with children with a varied range of needs including:

- Hearing impairment
- Visual impairment
- Physical disability
- Specific medical conditions including asthma, eczema, ADHD, diabetes
- Specific learning difficulties including dyslexia, dyspraxia and dyscalculia
- Autism
- Speech, language and communication needs
- Emotional difficulties including attachment, trauma or bereavement
- Developmental disorders

The school celebrates diversity and its curriculum promotes tolerance, awareness and acceptance of all pupils. Resources and activities are chosen to positively show disability and diversity.

Blackmoor Park Infant School and Kindergarten Accessibility Plan 2022-25

Appendix 1

Audit Carried out of the Premises September 2022

Item	Activity
Signage	Appropriate signage directing families and visitors into the appropriate areas to school.
Door access	All external doors have fire exit handles to ensure easy exit for adults. All internal doors have wide access for wheel chairs.
Automatic door access	Nursery gate has automatic door access provided through bell system.
Uneven areas in playground area	Uneven areas have been painted yellow to mark level transition areas.
Disabled toilets	Two accessible toilets are available to children, families and visitors (Nursery and Year 2 corridor).
School entrance	Buzzer system to access entrance into first door. Access through internal entrance door provided by admin staff.
Security Gates	An electronic entry system has been installed so entry is facilitated by the office via a buzzer system.
Car park	A disability parking space is available. Additional barrier release fobs given to parents requiring assisted parking.
Outdoor Equipment	New equipment has been purchased for outside: Cave – access for all children Galleon – access for all children Large climbing equipment

Blackmoor Park Infants Projected Accessibility Plan 2022-25

This plan has been devised by Mrs Joanne Hitchmough (Headteacher), Mrs Clare Pedersen (SENCo) and Mr John Cavanagh (Caretaker)

Item	Activity
Internal doors – access panels	Push buttons to be replaced with fob access.

Blackmoor Park Infant School and Kindergarten's Governing Body is responsible in ensuring this policy is fully implemented and monitored regularly.

Improving Access to the Curriculum

Target	Strategy	Outcome	Responsibility	Timescale	Achievement
Training for teachers to enable them to make the reasonable adjustments necessary within the classroom learning environment to promote progress for all pupils.	Undertaking an audit of staff training.	Teachers to ensure that all children can fully access a meaningful and appropriate curriculum.	SLT	July 2025	All children have access to resources and facilities to enable them to learn. All children are provided with equal chances of success.
Specific training provided by the HI team to support a pupil new to Reception (September 2022) who has a cochlea implant and uses amplifying technology.	ALL EYFS staff to attend specific training in September 2022. HI team to repeat bespoke training as the pupil transitions to each new year group.	All staff working with the pupil have a full understanding of his needs and how to use the assistive technology to support his learning.		Annually from September 2022 to September 2024	The pupil will have access to the full school curriculum alongside his peers to enable him to make good progress with his learning.