

TRAFALGAR INFANT SCHOOL



Accessibility Strategy

Vision and Values

We want to make sure that Trafalgar Infant School is a really inclusive school. We know that all our children have different needs and different contributions to make to the life of our school. Making sure we achieve this is the responsibility of teachers, support staff, governors, mothers, fathers, carers and the children themselves

Trafalgar Infant School promotes a positive attitude to diversity and is committed to providing a service that is responsive to the needs and aspirations of the diverse community it serves. This commitment is therefore reflected in the school's accessibility strategy. This strategy encourages a proactive approach to improving access for pupils with disabilities. The strategy has regard to the duties as outlined in the Equalities Act 2010 and in particular the main duties are:

- Not to treat disabled pupils less favourably for a reason related to their disability
- To make reasonable adjustments for disabled pupils so they are not at a substantial disadvantage

The accessibility strategy outlines the steps the school is taking to improve access for pupils with a disability. The strategy aims to promote a proactive approach to improving access by:

- Ensuring the rights of pupils with disabilities are upheld
- Supporting the aims and aspirations of pupils with a disability
- Improving access to information, curriculum and the environment
- Creating a positive attitude towards disability and challenge negative perceptions
- Developing a culture of awareness, acceptance and inclusion

It is recognized that many of these steps will benefit all school users.

Disability is defined in law as a physical or mental impairment that has a substantial and long term negative effect on the ability to do normal day to day activities. Pupils with learning difficulties are likely to be protected by the act as well as those with conditions such as autism or ADHD, physical disabilities, mental health conditions and difficulties with hearing and sight. For more information follow this link:

<https://www.gov.uk/definition-of-disability-under-equality-act-2010>

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Consultation, Implementation and Review

The accessibility action plan has been produced by Trafalgar Infant School in consultation with parents, young people and children, specialist advisors. The action plan sets out how we plan to:

- increase the extent to which disabled children can participate in the curriculum
- improve the physical environment of schools to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- improve the availability of accessible information to disabled pupils and their families

The accessibility plan also agrees arrangements for review and reporting the agreed objectives which will be specific and measurable. The accessibility strategy is included in the Governors' termly review schedule and the action plan and progress is reviewed and reported on a termly basis.

People who have contributed to the plan

Name	Role
Lynne Thompson	Headteacher
Lizzy Lenferna de la Motte	SEND Governor
Jo Dyson	Inclusion Co-ordinator (shared role)
Sharon Brazier	Inclusion Co-ordinator (shared role)

Accessibility of the plan

- Parents are informed in the Parents Handbook that all policies are available on request.
- Parents are aware that information is available in other formats. This information is also available on the website
- Part of the role of the Governors in reviewing policies and plans is to question to what extent they are readable, user-friendly and jargon-free

Reviewed by all Committees: Spring 2017
Next Review: Spring 2018

Date of change	Summary of significant changes and the reasons
Summer 2015	No changes to the Plan. Evaluation of items in the Action Plan are ongoing and due for review Autumn 2015.
Spring 2016	A new template for the Accessibility Strategy from the Local Authority was adopted.
Spring 2017	Additional Inclusion Co-ordinator added. 2016 – 2017 Action Plan updated with progress. 2017 – 2018 Action Plan created

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Accessibility Action Plan Feb 2017 – Feb 2018

1. Accessibility Strategy – Environment Improvements to the physical environment

This covers improvements to the physical environment of the school including the playground and physical aids to access education

	Priority	Action	Responsible Person	Timescale	Impact
		There are currently no actions identified.			

2. Accessibility Strategy – Curriculum Increasing access to the curriculum

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 specialist or auxiliary aids and equipment which may assist these pupils in accessing the curriculum and the way the school prevents SEND based bullying and harassment.

	Priority	Action	Responsible Person	Timescale	Impact
2.1	Ensure all parents and children have access to the e-School	Continue to advertise that half the ICT suite at Meadway is available on a drop-in basis on alternate weeks. This will be measured by families usage of the facility. Carry out an audit of which children do not have home access to the e-School, or do not have consistent access, to ascertain what the barriers are and how we can address them.	Jane Burton JB	From Feb 2017 From Feb 2017	Carried forward from 2016 – 17 Action Plan.

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2.2	Make sure that all children have the time and opportunity to use the e-School	Linked with 2.1 above. Class teachers and TAs to continue to monitor e-School usage by children who have no/inconsistent access at home. Liaising with JB and PPG Champion to manage issues.	All Class Teachers and Teaching Assistants	From Feb 2017	Summer 2017 Update: PPG Champion already establishing links with vulnerable families and those at risk of not accessing e-School in a meaningful and fruitful way. She continues to feed back to JB and to class teachers to enable swift adjustments to the timetabling of classroom computer use etc.
2.3	Increase opportunities for PPG children to access pre-learning and targeted activities to enable active and engaged learning.	Extend the role of the PPG Champion to encompass Reception and KS1 with class teachers and TAs ensuring PPG access these activities.	All Class Teachers and Teaching Assistants	From Sept 2017	

3. Accessibility Strategy – Information

Ensuring the availability of information to disabled pupils and their families

This information should be available in various preferred formats within a reasonable timeframe and be provided by individual schools and the local authority.

	Priority	Action	Responsible Person	Timescale	Impact
3.1	Make sure the access plan reflects the needs of parents and children with disabilities	Ask a parent and child to contribute to the new access plan for 2017- 2018.	Jo Dyson	From Feb 2017	Close partnership forged with a parent who is currently going through the process of requesting an EHCP from AfC. This will help in future discussions regarding how the school can adjust provision/plans for the future. Summer 2017 Update: Provision maps used by the school for EHCP requests now follow new guidelines in the AfC Local Offer 'Golden Binder' thus providing more detailed, accurate and consistent information and guidance to parents.

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		Enhance the e-School 'SEND notice-board' to include 'Trafalgar Family Voices'. This will be information for parents/carers of children with SEND, provided by other Trafalgar parents.	Sharon Brazier	Autumn 2017	
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