

Churchfields Infants' School



Accessibility Plan

2022 – 2024

Approved by GB: 24th June 2022

Next review due: June 2024

Why have an Accessibility Plan?

We believe that it is our duty to provide an environment that includes all wherever possible. Our motto is **Growing together every day in every way** and we stand by this in all we do. Our environment should enable full access to the curriculum for children and be appropriate and safe for all. This access should include all pupils, staff, parents/ carers and visitors regardless of their education, sensory needs, physical requirements and emotional and cultural backgrounds.

We believe that this plan is compliant with current legislation and requirements as specified in Schedule 10 relating to Disability and the Equality Act 2010. This plan should run for two years and then be reviewed. We follow the plan, do, review cycle like in the SEND Code of Practice.

Who is responsible?

The Governing Board is accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over the time frame indicated above. This should be completed in conjunction with the Head teacher and Deputy Head teacher/ SENCo.

How?

The Churchfields Infants' Accessibility Plan shows how access should be improved in order to ensure fair access to school life for all. There is a timeframe and we anticipate the need to make reasonable adjustments to accommodate for these changes, where practicable. The plan contains relevant and timely actions which should:

1. Increase access to the curriculum for pupils with a disability, enhancing the curriculum wherever possible and necessary to ensure that pupils with a disability are given an equal or appropriately alternative experience. This includes daily teaching and learning in class, out of school experiences and sourcing equipment that will enhance this learning for all.
2. Improve access to the physical environment of the school, making adaptations and changes as appropriate using advice from the Local Authority and other outreach professionals.
3. Ensure that our written information and IT systems are easily accessible by pupils, staff, parents and visitors with disabilities. I.e. handouts, books, emails, Newsletters etc.

Liaison

We realise that the above cannot be done in isolation. We recognise that we will need to work with the Local Authority when considering the physical environment of the school and what it is possible to achieve with the limitations of our building. We also recognise that whole school training and raised awareness of the users of our School is key to success. The Plan will be published on our website with any other information required.

Measuring Success

In order to measure success there will be an Accessibility Audit for the School with key staff and Governors. This will be completed prior to end of the two-year period in order to gauge success. The setting of new targets can then follow on from this audit and will inform future projects or training needs.

Objective	Actions	Timescale	Costings	Outcome Expected	Impact and Evaluation
<p>Training for awareness of disability issues relating to any users of the school.</p>	<ul style="list-style-type: none"> • Training for staff regarding specific children. • Discussions of perception with staff within INSET sessions. • Liaison with all outreach specialists and Physiotherapists/ OTs working alongside children or family members. • Team Teach training for all staff 	<p>Ongoing</p> <p>February 2022 INSET Day</p>	<p>No cost if Redbridge staff from SEATTS/ OT or Physio are being utilised.</p> <p>£100 per attendee</p>	<p>Whole staff and community aware of issues relating to access for all and adaptations made wherever possible.</p> <p>Staff more aware of keeping themselves and children safe at times of distress and upset</p>	
<p>Ensuring effective communication with parents and carers using alternative formats if this is required.</p>	<ul style="list-style-type: none"> • Explore whether information can be shared in different formats to the ones used currently. • Audit the need to different formats and ways of communicating such as signing, braille etc. • Audit whether some parents and carers require verbal instructions and how to 	<p>Ongoing</p>	<p>No cost at present time.</p> <p>Following investigations costings may become apparent.</p>	<p>School information is available and understood by all.</p> <p>All information is on the website for those who prefer to access their own technology to read school information.</p> <p>School is aware of any members of the school community require a different way to access</p>	

	do this effectively and with respect.			the school information and the best way to do that for the individual.	
<p>Classrooms and outdoor spaces are organised to promote the participation and independence of all children and the adults within the school.</p>	<ul style="list-style-type: none"> • Liaison with Physio and OT teams within Redbridge to ensure that classrooms and outdoor areas are suitably organised to include the needs of specific children. This also includes the planning for bespoke equipment such as walking frames, stands, adapted chairs etc. • Monitor use of equipment in each playground. Can all children access? • If work stations are used in class are the children able to access without disruption to themselves and others? • Playground equipment audit and installation of new, accessible, activities. • Plans for readjustments and renovation of the 	<p>Audit of classrooms and outdoor spaces by borough staff within first 2 weeks of school (this is down to the borough staff to arrange, not school)</p> <p>Ongoing</p> <p>January 2022</p> <p>January 2022</p>	<p>No costs.</p> <p>Cost to review and remake steps to Year One playground – 21-22 budget</p> <p>Special Budget project see SDP</p> <p>Costs to be documented</p>	<p>All children with disabilities have the correct equipment and space within the classroom or outside to use this appropriately.</p> <p>Playgrounds are constantly reviewed in order to add new resources needed or to adapt in order to facilitate for new needs. i.e. re planning and installation of steps to Year One barked area.</p> <p>When workstations are in use are they a support to the child/ren concerned and do they create the least impact for the child and other users of the room? Children of all abilities and disabilities to have access to high quality outdoor play resources.</p> <p>Children with additional OT needs will have an area in which to explore</p>	

	<p>Cabin to allow for access to sensory resources and spaces for children who require additional calming or OT provision.</p> <ul style="list-style-type: none"> Resourcing for above. 	January 2022	<p>after consultation with building teams etc.</p> <p>As above</p>	and develop sensory circuits.	
Extra-curricular visits and after/ before school clubs promote the participation of all children and their growing independence.	<ul style="list-style-type: none"> All school trips to take account of individual needs and comply with legislation. E.g. Epi-pens taken, walking frames, Risk Assessment and audit of environment that the children are going to. After school providers to be furnished with all necessary information in order to allow access for children with disabilities. 	<p>As appropriate throughout the year.</p> <p>By October half term of each school year.</p>	<p>Cost of trip.</p> <p>Costs paid by parents.</p>	<p>All children are able to access and enjoy additional school trips with clear protocols in place to take account of need.</p> <p>Risk Assessments when necessary.</p> <p>After school providers accommodate for children with disabilities should they attend.</p>	
Fully equipped changing area to be established within school due to the high demand for changing nappies and pull ups of older children.	<ul style="list-style-type: none"> Audit how many children require full changes that require two adults, use of change mat rather than using cubicle. 	First half term of each year.	No cost.	Identification of children who will require ongoing care through intimate care and changing.	

	<ul style="list-style-type: none"> Identify area of the school to convert for this purpose which will allow the dignity of children to be maintained. Companies to quote for changes to include; sink, raised change area to ensure staff safety and comfort, frosted glass in windows, appropriate door lockable from inside, shower and bed. Ensure that a Risk Assessment is carried out and that the Intimate Care Policy is followed whenever this room is used. 	<p>February 2022</p> <p>Summer 2022</p> <p>Ongoing</p>	<p>No cost.</p> <p>Quotes to be sourced. See EY03.</p> <p>No cost</p>	<p>Area in school identified to meet this need.</p> <p>Company sourced to carry out the restructure.</p> <p>Prior to using, a full risk assessment will be in place and the Intimate Care policy will be in use.</p>	
<p>Hand rails and other adaptations are placed around the school to support children with physical disabilities or syndromes that require adaptations.</p>	<ul style="list-style-type: none"> Utilise OT and Physio to make recommendations for children who require rails, grab rails etc. Accessibility audit with key personnel who know the children or adults to locate areas where adaptations are required. Audit of toilets to ascertain need for hand rails when child is seated on the toilet. Consideration of ramps throughout school for 	<p>First half term.</p> <p>By first half term</p> <p>By first half term.</p> <p>By first half term.</p>	<p>No cost.</p> <p>No cost</p> <p>No cost</p> <p>No cost</p>	<p>Recommendations and adaptations advised.</p> <p>As above.</p> <p>As above. Cost implication if carried out.</p>	

	<p>children using frames and walking supports.</p> <ul style="list-style-type: none"> • Liaison with the borough teams for work to be carried out where it is deemed necessary. 	<p>Inform ASAP. We will have no remit over when work is carried out.</p>	<p>Cost should be to borough.</p>	<p>Are additional ramps considered as necessary for needs within school? Understanding of work required to make school accessible for all.</p>	
<p>Continue to review deployment of TAs keeping in mind the needs of the children and the adults working with them.</p>	<ul style="list-style-type: none"> • Audit of training and deployment of TAs at present time. • Consider additional training required. • Assess impact of ABA training for staff members in school. • Utilise experts such as private SALT (Nikki Samuels) to retrain staff in delivery of Bucket Time in school. • Utilise trained school staff (i.e. Nursery staff) to demo sessions in In the Moment Planning. 	<p>Ongoing</p> <p>Feb 2022</p> <p>July 2022</p> <p>Ongoing</p> <p>Ongoing</p>	<p>No cost.</p> <p>Cost dependent on needs.</p> <p>No cost.</p> <p>No cost.</p>	<p>Clear idea of where TAs are placed and the appropriateness of this given that we have had one term in school.</p> <p>Staff understanding and knowledge will increase and staff confidence in strategies and programmes will rise.</p>	
<p>Renovation of staff toilets with consideration of making the block unisex. Consideration of use of disabled toilet.</p>	<ul style="list-style-type: none"> • Begin consultation about the use of the toilet block. Identify key groups to discuss the possible plan to have all staff using the same area for toileting and changing. • Use results from consultation to drive 	<p>Spring 2023</p> <p>Summer term 2023</p>	<p>No cost.</p> <p>No cost at this stage.</p>	<p>Head teacher aware of staff feelings about the use of the toilet block for all staff. This will inform any plans for renovations in the future.</p> <p>Plan can be made following consultation.</p>	

	<p>improvements and changes to the facilities for staff in school.</p> <ul style="list-style-type: none">• Continue arrangements and installation into 2023- 2024 if needed. Work to potentially be carried out in Summer break 2023 if time allows. Covid impact will need to be considered.				
--	---	--	--	--	--