

MEON INFANT SCHOOL
ACCESSIBILITY POLICY/PLAN
2023-2026

INTRODUCTION:

It is a requirement under the Equality Act 2010 that schools have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. This means that “schools cannot unlawfully discriminate against pupils on the grounds of sex, race, disability, religion or belief and sexual orientation”.

According to the Equality Act 2010 a person has a disability if:

- ❖ He or she has a physical or mental impairment
- ❖ The impairment has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.

The full Governing Body is responsible for ensuring the implementation and resourcing of the Plan and for reviewing it.

Meon Infant School is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

The school will also remove or minimise any potential barriers to learning allowing all children to achieve and participate fully in school life.

Meon Infant School will challenge negative attitudes about disability and accessibility and develop a culture of awareness, tolerance and inclusion.

PHYSICAL ENVIRONMENT:

The Accessibility Plan includes measures to improve access to the physical environment of the school as necessary. This may involve making reasonable adjustments to the school and providing aids to assist access where appropriate.

CURRICULUM:

The Plan also includes measures to increase access to the curriculum for children with disabilities to ensure that they are equally prepared for life as children without disabilities. As well as teaching and learning this includes access to the wider curriculum such as access to after school clubs and participation in school visits. This may involve the provision of specialist aids and equipment where necessary.

WRITTEN INFORMATION:

The Plan includes measures to improve and make reasonable adjustments to the delivery of written information relating to the school and school events.

THE CURRENT RANGE OF DISABILITIES WITHIN MEON INFANT SCHOOL:

The school has children with a limited range of disabilities, of which the staff and governors are fully aware. When children enter school with specific disabilities the school contacts the LA professionals for assessments, support and guidance for the school and parents.

For all children that have medical needs a care protocol is agreed with their parents or carers and it is displayed on the noticeboard in the H.T. office, on the staffroom noticeboard and in the medical room. All relevant staff are also provided with copies.

We have a few children who have asthma and some children with allergies or food intolerances, some of these are serious and require EpiPens to be kept on site (in the Medical Room). All staff have regular training for Asthma and EpiPen use.

Meon Infant School has competent qualified First Aiders who hold current certificates. All staff have regular Emergency Aider training (every 3 years). 2 teachers have qualified Paediatric First Aid Certificates.

All medication is kept in the Medical Room. It is kept in a secure place which is easily accessible for staff members. Administration of medicines Consent Forms are completed by parents outlining the medication, dosage and time to be given. All medication that is given is recorded. Medication is administered at the discretion of the Headteacher. Only prescribed medicine which is required either 4 times a day or before lunch will be given by school staff.

The number of pupils with Education Health Care Plans is broadly in line with the local authority averages. Meon Infant School is committed to ensuring provision is in place to meet the needs of these pupils.

REVIEW OF PLAN:

The Accessibility Plan will be reviewed regularly and updated as appropriate.

This 3 year Plan is due for review in 2026.

MEON INFANT SCHOOL

ACCESSIBILITY PLAN

2023 - 2026

TARGETS	STRATEGIES	OUTCOME	WHO	TIMEFRAME
EQUALITY AND INCLUSION				
To ensure that the Accessibility Plan is regularly reviewed by RGB	Clerk to Governors to add to agenda as required	Plan reviewed. Legislation adhered to.	HT/AAB/RGB	At least every 3 years unless deemed necessary prior to this
To improve staff awareness of disability issues	Review training needs. Provide training as necessary or appropriate	Disability issues are identified and addressed by all staff	H.T.	Review in line with Safeguarding Policy annually
To ensure all policies, where necessary, consider the implications of disability access	During natural review of policies, consider and include measures to address disability access	Policies are fully inclusive of issues related to disability and reflect current legislation	HT/AAB/RGB	Ongoing as policies come up for review
To ensure pupil receiving treatment from serious medical condition has access to teaching and the curriculum when at home and has minimal risk of contracting infections	Liaise with parent and hospital outreach to ensure a teaching programme is in place. Parents or other pupils to be reminded to inform school of any illness or infections in their children	Child continues to access curriculum and recovery is not slowed down by infection from other pupils	H.T.	Review as necessary
PHYSICAL ENVIRONMENT				
To ensure that the school buildings and grounds are accessible for all children and adults and continue to provide access to the school's physical environment for all	Audit of accessibility of school buildings and TSAT Rep. Suggest actions to be implemented. Engage contractor to carry out stated improvements	Access to all areas have been improved i.e. ramped access to building, Adapt room for rise/fall bed for changing nappies Staff toilet door widened and hand bars fitted. AA toilet door adjusted. Ramp fitted outside classroom	H.T./Govs/TSAT TSAT/ NHS contractor	Reviewed at AAB Meetings held termly
To enrich the daily provision and access for children with additional needs. Developing and enhancing their sensory diet.	To provide a specialist space that enables pupils with additional needs to access a sensory provision.	All pupils will have access to a sensory room with specialist equipment that will enhance the schools provision to met the needs of all children.	H.T./SENCO	Reviewed at AAB Meetings held termly

TARGETS	STRATEGIES	OUTCOME	WHO	TIMEFRAME
CURRICULUM				
To continue to train staff to enable them to meet the needs of children with a range of SEN	SENCO to review the needs of children and provide training for staff as needed	Staff are able to enable all children to access the curriculum	H.T./SENCO	Ongoing
To ensure that all children are able to access all out-of-school activities e.g. clubs, trips etc.	A real commitment to inclusion of all children in all activities and events	All providers of out-of-school- education will comply with legislation to ensure that the needs of all children are met.	Teachers/Trip or activity organiser	Review annually
To provide specialist equipment to promote participation in learning by all pupils	Assess the needs of the children in each class and provide equipment as needed e.g. special pencil grips, headphones, writing slopes, etc.	Those pupils with additional needs have the equipment they need to fully access the curriculum.	H.T./SENCO	Ongoing
Microphones for teachers to wear for hearing impaired children	Relevant staff trained to check that hearing aids are working effectively and microphones synchronised	Hearing impaired children able to access curriculum	Relevant staff members	Review annually
To ensure that all children are able to access the curriculum throughout the whole school day	A real commitment to include children who are persistently late into school by offering sessions with 'Grace' the Attendance Dog.	Barriers to success will be reduced as far as possible.	H.T./Admin Officer/ Attendance Manager	Review annually
WRITTEN/OTHER INFORMATION				
To ensure that all parents and other members of the school community can access necessary information	Written information will be provided in alternative formats as necessary – resizing, translation, functions or website	Parents with particular needs will have the same access to information as any other parent	Senior Office Manager	As necessary