

Accessibility Plan

Maun Infant and Nursery School



Where the sun shines every day

November 2023

Next Review: November 2024

Approving body	Management Committee
Date approved	November 2023
Supersedes	January 2020
Consultation undertaken	Yes (LA guidance, DfE Guidance)
Complies with Equality Act	Yes
Supporting Policies	SEND Policy
Review date	November 2024
Lead person	Beth Carrott
Signed	

Maun Infant and Nursery School Accessibility Plan 2020

Section 1: Vision statement

Purpose of the Plan

This plan shows how Maun Infant and Nursery School enables the accessibility of our school for disabled pupils. We are committed to providing an environment where the curriculum is accessible to all, regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Definition of Disability

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.

Legal Background

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the Disability Discrimination Act (DDA). The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation'.

This plan has been drawn up based upon information supplied by the Local Authority, and will advise other school planning documents.

This Accessibility Plan sets out the proposals of our school to increase access to education for disabled pupils in the three areas required by the planning duties in 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;
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

Documents and policies

The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum Policy
- Equality Objectives
- Single Equality Policy
- Health and Safety Policy
- Special Educational Needs and Disability Policy
- Behaviour Management Policy



Maun, a safe place where we...

Aspire to succeed;

Understand and welcome uniqueness;

Nurture and challenge.

Maun Infant and Nursery School

- School Improvement Plan
- Asset Management Plan/Suitability Survey

The school's complaints procedure covers the Accessibility Plan.

Training

Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

Plan Availability:

The school makes the Accessibility Plan available in the following ways:

- A copy is posted on the school's website
- Paper copies are available from the front office

Review and Evaluation:

It is a requirement that our accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Below is a set of action plans showing how Maun Infant and Nursery School will address the priorities identified in the plan. It is reviewed annually.

Approved by: Management Committee

Date: November 2023

Next review date: November 2024

Section 2: Aims and objectives

Our aims are to:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

The table below sets out how the school will achieve these aims.

Aim	Current good practice <i>Include established practice and practice under development</i>	Objectives <i>State short, medium and long-term objectives</i>	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	Maun Infant and Nursery School offers a curriculum that is accessible to all. Provision is personalised to individual learners, supporting them to reach their full potential.	Training for specific staff including medical needs	Audit of SEND needs in school. Audit of support staff skills and potential CPD required Analysis of above	SENCo J Westbury	Spring 2 2024 Spring 2 2024	Audit trail of skills Children will access personalised provision delivered by member of staff who is highly skilled in area of need. Plan of future CPD in place
	Emotional Literacy Support Assistant Intervention (ELSA). Started Spring 2017	To support children with emotional needs as well as building self-esteem, confidence and friendship groups.	Regular meetings with SENCo. Audit of provision, progress and attainment	B Ramsdale/ M Bennett B Carrott/ B Ramsdale	Termly Summer 2024	Meetings are supportive and provide next steps in practice.

	Fun Fit Intervention	To support children in developing fine and gross motor skills. Supports children's self-esteem and confidence skills on a physical and emotional level	CPD for all staff to inform of what the Fun Fit Program looks like and how it can support children.	J Westbury/ M Bennett/ S Frearson	Spring 2 2024	TA meeting will take place linked to Fun Fit – all staff will be more informed and therefore will be confident correct children are accessing the intervention.
Improve and maintain access to the physical environment	Children's specific needs are catered for. Arrangements are made to allow access to the environment dependent on need. Specific equipment is provided when required with the support of outside agencies.	The layout of the classroom environment is accessible for children with a range of learning/ behavioral/physical needs. Children are supported to access the curriculum with the help of specific equipment.	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classrooms.	SENCo J.Westbury	Termly	A clear path through classrooms will be visible. Behaviour for learning Audit of each classroom and communal areas completed Sensory audit of each classroom and communal areas completed.
	Various strategies are used to ensure smooth transition occurs between school years. This includes transition meetings between current and new teachers. Specialist support services visit school to ensure access arrangements are in place and to assess the need for specific equipment.	To ensure the environment is appropriate and accessible for all children. To ensure that barriers to learning are diminished	Classroom walks to assess accessibility for all; focusing on furniture placement. Transition meetings Assessment of environment by external agencies	SENCo J Westbury	Termly Annually Annually	Environments will be accessible to all Staff members are fully informed of children's needs and know how to provide for these needs SENCo will be fully informed of changes needed to environment
	Currently there are steps with yellow warning stripes on.	To improve the visibility of yellow lines	Repaint all yellow lines to help with visibility	Site Manager	Annually	Yellow lines visible

Improve the delivery of written information to pupils	Staff are aware of Makaton symbols that are used for a variety of things, daily visual timetables, symbols on doors and daily communication to all.	To ensure all children are able to communicate and be communicated with.	<p>Arrange CPD linked to Makaton and its value. What visual clues/symbols should be used in the classroom environment to ensure accessibility for children with a range of learning/ behavioral / physical needs?</p> <p>Use Makaton symbols to label areas and equipment</p> <p>All classrooms to display visual timetables.</p>	<p>SENCo</p> <p>Language Lead</p> <p>J Westbury</p> <p>All Staff</p>	Spring 2 2024	<p>Communication through print will be in place to enable symbols to be produced</p> <p>TA meeting delivered and staff fully informed about the value and need for symbols</p> <p>Symbols will be visible in all classrooms and will be informative for children</p>
	Currently signs and symbols are on most doors stating push/pull.	To enable all to understand written information	<p>To improve signage around school including visual clues to aid ASC children and EAL.</p> <p>Use Makaton symbols to create door signs to inform pupils, new staff, visitors of the school particular use for the room and for them to identify important rooms</p>	<p>SENCo</p> <p>J Westbury</p>	Spring 2 2024	<p>Communication through print will be in place to enable symbols to be produced</p> <p>Signage around school will have Makaton symbols alongside them to make them clear for all.</p>
	Parents and visitors are invited into school and staff and children are always welcoming.	To ensure good relationships are built and maintained.	Create leaflets which are available at the front desk to direct parents and visitors to local support networks e.g. Sure Start	SENCo	Summer 1 2024	Parents are more informed about local support networks

	Task boards	Children will become more independent in their work by using a task board	Speak to all staff about the benefits of task boards. Monitor use and impact of task boards	J.Westbury	Spring 2 2024	Children are more independent in work. MSR shows that task boards are in use and are having an impact on learning
--	-------------	---	--	------------	---------------	--

Section 3: Access audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys	The main school building is on one level. There are small steps in the practical area and into the nursery building	Annual maintenance check on the steps take place and yellow tape/paint is used to highlight the steps	Site manager	Annually
Corridor access	The KS1 area does not have any corridors, staff and visitors walk through the back of classrooms to access other areas. The F2 Unit is enclosed by doors and the F1 unit is a stand-alone building which is open plan	In KS1, staff to ensure that furniture is placed in a way that ensures there are no obstructions to the path that people take through the school. In the F1 and F2 unit staff ensure that there is a clear pathway at all times through the unit.	All staff	Once a week
Signage	Signage on doors to show 'pull' or 'push'. These signs use Makaton symbols.	Use Makaton symbols to create door signs to inform pupils, new staff, visitors of the particular use for the room e.g. WC. To be positioned to inform those with wheelchair users.	J Westbury	Spring 1 2024

Fire Alarms	Auditory fire alarms in place	All staff members to have a 'fire' card on lanyard to ensure that those with hearing impairments are informed of evacuation if needed	SENCo	Autumn 2 2023
Entrances/Doors	All doors have a window in to enable staff, pupils and visitors to see what's on the other side of the door. All doors are wide enough for child size wheel chair to fit through.	Access to doors is clear at all times	All Staff	Ongoing
Emergency escape routes	Fire doors are well labelled, and all fire exits are labelled. Fire action posters are in some areas of school and emergency lights are in place.	Fire action posters to be in all classrooms/cloakrooms. Add Makaton symbols to fire door labels	SENCo Site Manager	Autumn 2 2023
Toilets	There is one disabled toilet in the main school building.	Ensure maintenance is kept up to date	Site Manager	Annually