



Tuel Lane Infant School
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Accessibility Plan 2016-2019 Review Date Spring 2018

Introduction

This plan has been guided by Schedule 10, relating to Disability, of the Equality Act 2010 and the principles of the Disability Discrimination Act 1995 (DDA) as amended by the SEN and Disability Act 2001. As defined by the Equality Act, we understand a person with a disability to be identified as follows:

'A person has a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities.'

This definition provides a relatively low threshold and includes more pupils than many realize: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

This explanation of disability is taken from the 0-25 SEND Code of Practice 2015

Key Objective of the Plan

To reduce and eliminate barriers to access to the curriculum and to full participation in the school community for pupils, prospective pupils, parents and staff with a disability.

The Current Range of Disabilities within Tuel Lane Infant School

The school has pupils with a limited range of disabilities which include Cerebral Palsy and Autistic Spectrum Disorder. When pupils join with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents. A thorough transition plan is completed.

A plan is in place and reviewed annually or on request re staff disability declarations. HR advice is always considered.

STRAND A : INCREASING ACCESS TO THE CURRICULUM

Target	Actions	Resources	Time frame
Continue to develop range of learning resources that are accessible for pupils with different disabilities	Teachers to review resources in their classrooms and areas; learning walk to see resources in use and audit of gaps	SEND Budget	2016-2019 Teachers
Improve provision and understanding of needs of pupils with speech, language and communication difficulties	Cluster partnership working, specific training for a named member of staff to develop expertise. Disseminating to teachers and TAs through in- school training Close working with SALT, SALT input into planning, IEPs and supportive work with parents.	Curriculum Budget, staff training/ CPD budget	2016-2019
Improve provision and understanding of needs of pupils and adults with hearing impairment and visual Impairment and ASD	Close working partnership with outside agencies, particularly Central Street ASD Unit, staff training and review of resources where appropriate	Time for SENCO / Assistant SENCO and class teachers/ to meet with advisors and pupil and parents SEN budget for additional equipment / training costs Staff meeting time.	Spring 2017 Review summer 2018
All staff including support staff	Class teacher to ensure that		Ongoing

and supply teachers are aware of disabilities and individual needs	information is shared. Standing item on pupil progress agendas and joint training		Class teachers
Disability equality issues are incorporated into the Citizenship/PSHE curriculum	Develop lesson plans to embed into the new Curriculum	Materials / books e.g. 'Just Like Us' Subject leader time to review and feedback to staff Disability Awareness Day	By summer 2017 SLT, teachers
To ensure that all pupils are able to access all out of school activities. e.g. clubs and trips	Review of out of school provision to ensure compliance with legislation.	All providers of out-of-school education will comply with legislation to ensure that the needs of all pupils are met.	Ongoing Class teachers HT to ensure providers are compliant

STRAND B : IMPROVING THE PHYSICAL ENVIRONMENT OF SCHOOL

Target	Actions	Resources	Time frame
Increase access/mobility of all pupils where possible	Ensure corridors are kept clear. Improvements to playground to consider disabled access and surfaces suitable for wheelchair use, additional handrails and step-marking Discussions with pupils to raise awareness and explore difficult areas and possible solutions	Contractors, H&S team Occupational/ physio therapists	2016
Ensure fire procedures take account of pupils/ visitors with disabilities and mobility difficulties	Ensure that appropriate provision, evacuation and places of safety have been established.	Fire safety plan. Fire Risk Assessments	Termly Fire Drills Ongoing
Provide accessible accommodation for meetings with parents/ carers with physical disabilities.	Keep record of requirements, and ensure arrangements are made known	Reservation of quiet accessible area	Ongoing

STRAND C : IMPROVING THE DELIVERY OF INFORMATION TO DISABLED PUPILS

Target	Actions	Resources	Time frame
Make information accessible to pupils and parents with disabilities.	Information displayed, and made available in different forms. Reminder to parents to notify us of accessibility needs and update them on accessibility plan	School website area Admin team and SENDCO	Ongoing

Develop visual timetabling in all classes, broken down further into sessions / first / next boards if necessary.	Audit the current provision and how they are used.	Learning Walks – SENDCO time	December 2016
To continue to strengthen connections with other SENDCOs, specialist provision and outreach	HT/SENDCO attend networks, SENDCo Designate to attend national accreditation, 10 days over the year, Manchester University and to keep SLT abreast of current requirements, legislation and advice.	Leadership time Course fees £1800, staff training budget	Termly