



Raunds Park Infant School Accessibility Statement and Plan 2018-19

Approved by:	Date: January 2019
Next Review: January 2021	

INTRODUCTION

Our Accessibility Statement and Plan is based on a belief in equality and inclusiveness for all and confirms that everyone should have equal access to facilities and services regardless of disability, age, gender or race. With this in mind, Raunds Park Infant School puts accessibility for all at the heart of the planning and design process.

As a school, we are committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. Further, we are committed to challenging negative attitudes about disability and accessibility, and to developing a culture of awareness, tolerance and inclusion.

We recognise that many of our pupils, visitors and staff, whether disabled or otherwise, have individual needs when using school facilities. We understand that for all pupils, the nature of their disabilities may mean that they experience specific difficulties related to accessing education and the physical environment. As part of our

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ongoing commitment to the delivery of an inclusive educational service, we work hard to ensure that all our pupils receive a high a standard of education and are supported in reaching their full potential. Good communication and co-operation between the school, home and other professionals are essential.

The key aims of this Plan are to:

- Increase the extent to which disabled pupils can participate in the curriculum;
- Improve/manage the physical environment of the school to increase disabled pupil's physical access to education and extracurricular activities;
- Improve the delivery of information to disabled children and young people; using formats which give better access to information;
- Provide continued education as normally as the condition allows;
- Reduce the risk of lowering self-confidence and educational achievement;
- Promote equal access to education for all children and young people;
- Establish effective liaison;
- Ensure that prompt action takes place.

The Equality Act 2010 and Equality Duty 2011 placed responsibilities upon schools to remove discrimination against pupils with disability. It requires schools to make 'reasonable adjustments' to their policies, procedures and practices to accommodate pupils with disability more fully in school life. There is a duty on schools to state what

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action they have taken to improve access and to have an Accessibility Plan.

The reasonable adjustments duty is triggered only where there is a need to avoid 'substantial disadvantage'. Substantial is defined as being anything more than minor or trivial. Whether or not a disabled pupil is at a substantial disadvantage or not will depend upon the individual situation.

These duties apply to disabled pupils, as defined in the Equality Act 2010. The Act says that a pupil has a disability if they have a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities. Physical or mental impairment includes sensory impairments such as those affecting sight or hearing.

The definition can include a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD), or people diagnosed with cancer, HIV infection or multiple sclerosis. An impairment does not of itself mean that a pupil is disabled. It is the effect on the person's ability to carry out normal day-to-day activities that has to be considered.

The test of whether impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence

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- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger

A child's ability to memorise, concentrate, learn, speak, move, make and maintain positive relationships, is central to their education. An impairment that has a long-term and substantial effect on a child's ability to do these things may amount to a disability.

Some disabled pupils also have special educational needs (SEN) and may be receiving support via school-based SEN provision or have a statement of SEN. Just because a disabled pupil has SEN or has a statement does not take away the duty to make reasonable adjustments for them. In practice, of course, many disabled pupils who also have a statement of SEN will receive all the support they need through the SEN framework and there will be nothing extra the school has to do. However, some disabled pupils will not have SEN, and some disabled pupils with SEN will still need reasonable adjustments to be made for them in addition to any support they receive through the SEN framework.

FURTHER INFORMATION FROM THE SEND CODE OF PRACTICE

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

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- For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.
- For a child under two years of age, special educational provision means educational provision of any kind.
- A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

The term SEN is used in this Code across the 0-25 age range but includes learning difficulties and disabilities (LDD).

INCLUSION

- All children are unique and some children have additional needs which must be met by the setting with the support of the SENCo or Inclusion manager. The drive for early identification of children who are not at their expected level of development, and the subsequent support and partnership working in order to narrow the attainment gap, is key to improving outcomes for our youngest learners.
- Through careful observation of children, their starting points, needs and interests, subsequent learning experiences must be planned and differentiated accordingly.
- The *SEN code of practice* is a statutory code that contains:

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details of these legal requirements that you must follow without exception; statutory guidance that you must follow by law unless there's a good reason not to.

HEALTH AND SAFETY

The Equality Act 2010 does not override health and safety legislation. If making a particular adjustment would increase the risks to the health and safety of any person (including the disabled pupil in question) then this is a relevant factor in deciding whether it is reasonable to make that adjustment. However, as with the approach to any question of health and safety and risk assessment, schools are not required to eliminate all risk. Suitable and sufficient risk assessments should be used to help determine where risks are likely to arise and what action can be taken to minimise those risks. Risk assessments should be specific to the individual pupil and the activities in question. Proportionate risk management relevant to the disability should be an ongoing process throughout a disabled pupil's time at the school.

There might be instances when, although an adjustment could be made, it would not be reasonable to do so because it would endanger the health and safety either of the disabled pupil or of other people. There might be other instances where schools could make anticipatory reasonable adjustments in line with health and safety legislation, ensuring compliance with, and not infringing, that legislation.

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Charging Arrangements for Making Reasonable Adjustments

It is unlawful for a setting or school to charge a child for making reasonable adjustments in any circumstances, whatever the financial cost to the school and however the setting or school is funded.

THE PURPOSE AND DIRECTION OF THE SCHOOL'S PLAN: VISION AND VALUES

Raunds Park Infant School is committed to ensuring equal opportunities for any pupil or employee with a disability, to removing barriers to progress and, to making reasonable adjustments to reduce disadvantage.

Our commitment to equal opportunities is driven by the National Curriculum Inclusion Statement. As a school, we:

- Set suitable learning challenges
- Respond to pupils' diverse needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

The School's policies on Bullying and Curriculum promote equality and respect for all regardless of gender, race, colour, creed or impairment.

This Accessibility Plan sets out the proposals of the Governing Body of the school to increase access to education for disabled pupils in the three areas required under the Equality Act 2010. The three key duties are to:

- Increase the extent to which disabled children and young people can engage in the school **curriculum**. This includes

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teaching and learning and the wider curriculum of the school such as participation in after school clubs, leisure and cultural activities or school visits.

- Improve access to the **physical environment** of the school. This includes improvements to the physical environment and physical aids to access education.
- Improve the delivery of written **information** to disabled children and young people. This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe using formats which give better access to information.

The responsibility for the Accessibility Plan lies with the Local Governing Board and the Head Teacher.

It is a requirement that the school's Accessibility Plan is resourced, implemented, and reviewed and revised as necessary. Attached is a plan showing how the school will address the priorities identified in the plan.

Current Accessibility Arrangements

Admissions

The admission of a child with Special Educational Needs to the School will take into consideration:

- a. The parents'/guardians' full disclosure to the School of the child's disability. Appropriate planning by the School, including requests for additional funding, are

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dependent upon the School having access to all the relevant information.

- b. Following the procedures which are set out in The SEN policy relating to Special Educational Needs.
- c. The availability and possible adaptation of appropriate facilities and resources within the school. These include both physical facilities and reasonable curricular provision.
- d. Specific additional funding from LA, if required.

School site

In the main, all areas of the school are accessible by all children and their parents.

Building/Area	Features
Main Building and entrances	All classrooms have flat entrances and exits There is the provision of one disabled toilet Doors have low fitted handles Staff work flexibly to organise classrooms enabling all pupils access
Playground	Available for all pupils. Access is available without the need to use steps.

Evacuation Procedures

The school's Fire and Evacuation Policy lays down basic procedures for the safe efficient evacuation of the school buildings.

These procedures will be adapted to meet the specific needs of an individual. Such procedures will be discussed with the

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pupil and parents and will be set out in a Personal Evacuation Plan.

Curriculum Access: Teaching, Learning and Assessment

Our aim is that pupils with disabilities should have access to a full and broad curriculum, in line with that followed by their peers.

	Features
Attendance and Wellbeing	If a pupil is absent from school for extended periods, then liaison with parents and relevant personnel from the health authority takes place in order to maintain access to the curriculum as near as possible to that being covered in school Liaison with external agencies Early Transition arrangements for pupils starting school
Informal Curriculum	When arranging trips out, special attention is given to meet the needs of a child with disabilities. These needs are highlighted on the risk assessment for visits out of school. Adaptations where possible for sports, music, clubs and activities. The subject of any event and the need for additional support is discussed fully with parents and professionals in advance if appropriate.
Staff training	All staff receive appropriate guidance and support to meet the School's duties to disabled pupils as necessary.
Support	Support for Hearing and Sight

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	<p>impairments - ie auxiliary aids/enlarged text/liaison with external professionals</p> <p>Individual Education Plans to identify needs and support</p>
Assessments	<p>In conjunction with the School's SENCo and Head Teacher, teachers will assess a pupil's need for support with assessment procedures. This will include both internal assessment procedures and external assessment such as those associated with National Tests.</p>

MANAGEMENT, CO-ORDINATION and IMPLEMENTATION

Lead Responsibilities

Acting Head Teacher: Kirsty Durrheim

Inclusion Manager: Julia Underwood

The Accessibility Plan

This Accessibility Plan has been written to ensure that the school identifies and prevents discriminating practices which might disadvantage vulnerable groups by creating or exacerbating inequalities and barriers to learning.

Children with disabilities are a potentially vulnerable group who can be disadvantaged if policies, procedures and practices within the school do not take account of, and seek to remove, barriers which could deny them the educational opportunities available to other children.

5. Action Plan

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Target	Strategies	Outcome	Time frame
Provide training for teachers / TA's on differentiating the curriculum for disabled students.	Plan training once disability/SEND arises and ensure annual updates are completed	All teachers/ TA's are able to more fully meet the requirements of disabled children's needs with regards to accessing the curriculum.	Identified Teacher training completed by July 2019.
Plan extra-curricular and out of school activities to ensure the participation of the whole range of pupils.	Review all out of -school provision to ensure full accessibility for all pupils.	All vulnerable pupils are accessing at least one club and out of school activities with their class.	Clubs monitored by teaching staff
Organise classrooms optimally to promote the participation and independence of all pupils - with particular reference to disabled students	Review and implement a preferred layout of furniture and equipment to support the learning of all students with particular emphasis on disabled students	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils. All pupils are able to access learning to meet	Ongoing as required

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		their own needs and the requirements of the lesson.	
Provide training in manual handling	Liaise with experts/ LA. Provide training for staff as and when necessary.	Key staff trained in practical techniques of essential manual handling. School is equipped with appropriate equipment- as and when necessary.	As required.
Provide training and support for toileting plans	Liaise with experts/ LA. Provide training for staff as and when necessary.	School is equipped with appropriate equipment- as and when necessary.	As required
Provide training and support for Physical Intervention.	Staff trained using TEAM TEACH approach.	Pupils who require physical intervention have PHP in place. PHP monitoring book completed where	On going
To make school easily accessible for wheelchair users.	Doorways to be cleared of resources and furniture. Disabled toilet to be cleared of furniture.	Wheelchair users will be able to access school easily.	When required.

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