



Accessibility Plan

Adopted by Diversity & Standards Committee on behalf of the Governing body: Autumn 2016
Amended: Summer 2016

Vision Phrase

'Aim high and smile'

We are committed to safeguarding and ensuring the health, safety and well-being of all pupils in accordance with safeguarding procedures and guidance for staff outlined in the school's Health and Safety, Child Protection, Security and Safeguarding policies.



West Hove Infant School Accessibility Audit

Issues for West Hove Infant School

Our learning and teaching policy enables all children to have access to a broad and balanced curriculum. The Accelerated Learning in Primary Schools' approach enables all learning styles to be met. The learning environment and management of resources provides easy access for all children. Resources are regularly reviewed to ensure that they meet the learning requirements of all children.

The school has good access for disabled pupils. There is not adequate storage space for the equipment that a physically disabled, wheelchair bound child may need (standing frame, exercise mat, etc.) The main class bases are small and therefore space for individual work stations and electric wheelchairs is extremely limited. There is no lifting equipment (hoist) and limited space for physiotherapy to take place.

We have embarked upon a major rolling programme of re-modelling and updating furniture in every classroom at the School Road site. The ICT suites has been updated and re-modelled and an adjustable table for wheelchair use has been installed. Soundfield systems have been installed in 12 classrooms across both sites.

At West Hove Infant School we recognise our duty to develop an Access Plan that:-

- Increases access for disabled pupils to the school curriculum and the wider curriculum of the school, such as participation in after school clubs and school visits.
- Improves access to the physical environment of our school.
- Improves the delivery of written information to disabled pupils and adults.

At West Hove Infant School our school aims reflect the inclusive ethos of our school.

1. to ensure that everyone within the organisation is happy, healthy, safe and successful, ensuring equality of opportunity
2. to encourage everyone to use their capabilities to fulfil their potential and achieve economic well-being as adults
3. to begin to prepare children for the complexities and challenges of adult life by developing:
 - lively and enquiring minds;
 - a love of learning;
 - knowledge, experience and understanding of the world in which they live;
 - skills and attitudes to become independent and co-operative learners;
 - self-respect and a belief in their own abilities;

- an understanding of right and wrong, self-discipline and respect for the rights and needs of others and for the environment;
4. to provide opportunities for children so that they can make a positive contribution to their school, local, national and international communities

Our School Context

Both sites were built over 100 years ago, they have fair accessibility with the following features:-

1. The school obtained the IQM in 2013 and 2016.
2. A disabilities and equality statement has been added to all relevant policies.
3. Disabled toilet.
4. Good access for wheelchair users through main entrances, corridors, cloakrooms and hall. (on the ground floor of the building)
5. Lift facilities to the 2nd floor at the Connaught Road site.
6. Lift facilities to the canteen at the School Road site.
7. Close parking for dropping off and picking up disabled pupils.

We have carried out an audit to inform our plan using ‘Accessible School: Summary Guidance’ (DFES/0462/2002)

Section 1: Identifying Barriers to Access: A Checklist

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled pupils?	√	
Are your classrooms optimally organised for disabled pupils?		√
Do lessons provide opportunities for all pupils to achieve?	√	
Are lessons responsive to pupil diversity?	√	
Do lessons involve work to be done by individuals, pairs, groups and the whole class?	√	
Are all pupils encouraged to take part in music, drama and physical activities?	√	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	√	
Do staff recognise and allow for the additional time required by some disabled pupils to use equipment in practical work?	√	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	√	
Do you provide access to computer technology appropriate for students with disabilities?	√	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	√	
Are there high expectations of all pupils?	√	
Do staff seek to remove all barriers to learning and participation?	√	

Section 2: Is your school designed to meet the needs of all pupils?

Question	Yes	No
Does the size and layout of areas – including all academic, sporting, play, social facilities; classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	√	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	√	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?	√	
Are emergency and evacuation systems set up to inform all pupils, including pupils with SEN and disabilities; including alarms with both visual and auditory components?	√	
Are non-visual guides used, to assist people to use buildings including lifts with tactile buttons?		√
Could any of the décor or signage be considered to be confusing or disorientating for disabled pupils with visual impairment, autism or epilepsy?		√
Are areas to which pupils should have access well lit?	√	
Are steps made to reduce background noise for hearing impaired pupils such as considering a room's acoustics and noisy equipment?	√	
Is furniture and equipment selected, adjusted and located appropriately?	√	

Section 3: How does your school deliver materials in other formats?

Question	Yes	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	√	
Do you ensure that information is presented to groups in a way which is user friendly for people with disabilities e.g. by reading aloud overhead projections and describing diagrams?	√	
Do you have the facilities such as ICT to produce written information in different formats?	√	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	√	

West Hove Infant School Access Plan

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
On-going	Incorporation of hearing impaired loop when re-modelling existing classrooms. Planned use of DFC.	Seek advice from LA sensory support service on appropriate colour schemes and blinds.	Several classrooms are made more accessible to visually impaired children.	Rolling programme 1 – 5 years	Hearing accessibility of school improved.
		Seek advice from LA sensory support service on appropriate colour schemes and blinds.	Classrooms are made more accessible to hearing impaired children.	Rolling programme 1 – 5years	
	Incorporation of height adjustable tables for children in wheelchairs. Planned use of DFC.	Seek advice from Health & Safety.	Classrooms are made more accessible to physically impaired children.	Rolling programme 1 – 5 years	Physical accessibility of school improved.