



# West Hove Infants Accessibility Plan 2020 - 2022

## Introduction

The Equality Act 2010 replaces previous discrimination law and provides a single piece of legislation covering all the types of discrimination that are unlawful.

Schools and Local Authorities have to carry out accessibility planning for disabled pupils<sup>1</sup>. The duties are the same as those in the previous Disability Discrimination legislation and have been replicated in the new Act.

## Purpose of the plan

- to maximise the extent to which pupils with disabilities can participate in the curriculum
- to improve its physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided
- to improve the availability of accessible information for disabled pupils or carers with disabilities

We recognise the need to provide adequate resources for implementing plans and will regularly review them.

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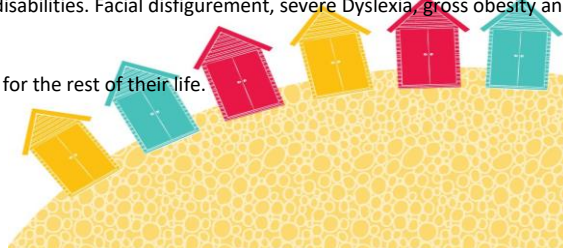
<sup>1</sup> The definition of disability under the law is a wide one.

A disabled person is someone who has a:

- Physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities.

The definition includes people with a Hearing or Visual Impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included.

If a person has been disabled in the past (for example, cancer recoverers and people with a history of mental illness), they are still covered by the legislation for the rest of their life.





## **Our School**

West Hove Infants is currently an eight-form entry school (reducing to six form in September 2020) situated over two sites a mile apart. Both sites (School Road and Connaught Road) are two storey Victorian buildings in urban areas.

The sites can be accessed via three pedestrian entrances. These are all at the front of the building.

The front foyers which lead into the reception areas are accessible during the school day. The playground entrances/exits are opened at specific times during the school day to allow ease of drop off and pick up of pupils. These entrances can be opened by our caretaking and/or office staff during other parts of the day if required for wheelchair users. There is no on-site parking on either site but there are designated disabled parking bays on the roads outside both sites.

All areas of the school are fully accessible for wheelchair users and there are few changes in floor levels within the ground floors. There is a lift at Connaught Road and all year groups have ground floor classrooms at the School road site. At Connaught, classrooms can be adapted if a ground floor Y1 classroom is required. YR is downstairs and the Y2 block contains a downstairs classroom.

Hearing loops are in classrooms where required and both sites have nappy changing facilities. There is also a shower at School Road. Both sites have disabled access toilets.

## **Information gathering**

Key starting points and on-going assessments will be of:

- The nature of the school population for whom the school is planning
- The nature of the school, including a consideration of the impact of the school's existing plans and priorities





Pupil information will include a range of data:

- Pupils already in school and moving through it
- The nature of the future intake (advance information from pre-school/primary school etc.)

## **Involving disabled people**

The plan will be informed by:

- The views and aspirations of pupils themselves
- The views and aspirations of the families of disabled pupils
- The priorities of the local authority





## Section 2: Aims and Objectives

- To increase access to the curriculum for pupils with a disability
- To improve and maintain access to the physical environment
- To improve the delivery of written information to pupils or to parents/carers with disabilities

The table below sets out how we will achieve these aims.

Aim	Outcomes	Actions
Improvements in access to the curriculum.	<ul style="list-style-type: none"><li>➤ Increase confidence of all staff in differentiating the curriculum and curriculum is accessible to all</li><li>➤ Ensure staff have specific training on disability issues</li><li>➤ Ensure all staff are aware of curriculum access for key children, specifically using ICT software to support learning</li><li>➤ All educational visits to be accessible to all</li></ul>	<ul style="list-style-type: none"><li>➤ Ongoing support through SEND action planning meetings, Quality First Teaching and training</li><li>➤ Use the established data profile, review achievement data by disabled cohort</li><li>➤ Resources, including texts and displays, will be representative of the whole school community including disabled pupils and their families</li><li>➤ All trips are suitably risk assessed to ensure participation of all pupils</li></ul> <p><i>See also Special Educational Needs and Disability policy</i></p>





<p>Physical improvements to increase access to and education and associated services</p>	<ul style="list-style-type: none"><li>➤ Be aware of staff, governors, parents and visitors access needs and meet as appropriate</li><li>➤ Maintain good access for wheelchair users through main entrances, corridors, cloakrooms and hall (on the ground floor of the building)</li><li>➤ Close parking for dropping off and picking up disabled pupils</li><li>➤ Lift to upper floor classrooms at CR</li><li>➤ Consider needs of disabled pupils, parents/carers or visitors when considering any redesign</li><li>➤ Signage and external access is accessible for visually impaired people</li><li>➤ Ensure all disabled pupils can be safely evacuated</li><li>➤ Ensure accessibility of access to IT equipment</li><li>➤ Ensure hearing equipment in classrooms to support hearing impaired</li></ul>	<ul style="list-style-type: none"><li>➤ Termly premises inspections by site manager/caretaker/office manager</li><li>➤ Yearly premise inspection by H&amp; S governor and site manager</li><li>➤ PEEP (Personal Emergency Evacuation Plan) in place for all disabled pupils</li><li>➤ Specialist SEN resources such as I pads if required</li><li>➤ Sound field systems in place for class rooms with hearing impaired children</li></ul>
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<p>Improvements in the provision of information in a range of formats for pupils with a disability</p>	<ul style="list-style-type: none"><li>➤ Annual review information to be as accessible as possible</li><li>➤ Languages other than English to be visible in school</li><li>➤ Provide information in other languages for pupils or prospective pupils who may have difficulty with hearing or language problems</li><li>➤ Provide information in simple language, symbols, large print for prospective pupils or prospective parents/carers who may have difficulty with standard form of printed information</li></ul>	<ul style="list-style-type: none"><li>➤ Put in place reasonable adjustments and solutions to barriers as required</li><li>➤ Monthly newsletter reminds parents/carers that this information can be produced in different formats if required</li></ul> <p><i>See also Special Educational Needs and Disability policy</i></p>
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## Policy and approach

A copy of the Equalities and Diversity Policy and action/access plan is available on our website and also upon request.

Other relevant school policies that support our equalities commitment are identified throughout this document.

All policies are reviewed with due regard to disability issues. At WHIS we keep a regular record of bullying and racist incidents.

Please also see the following policies which link to this plan:

- Special Educational Needs and Disabilities
- Health and Safety





The plan will be available via the school website or through the school office.

Monitoring will take place as required or annually.

Training for staff will be provided in accordance with the plan.

Accessibility needs will be addressed in consultation with the Local Authority when required.

### Section 3: Access Audit

Feature <i>For example:</i>	Description	Actions to be taken	Person responsible	Date to complete actions by
Number of storeys and working lift in place	<p><b>School Road</b> - 2 storeys</p> <p><b>Connaught Road</b> - 2 storeys</p>	<p>None required</p> <p>Clear stairwells at both sites</p> <p>Working lift in place at Connaught which is annually serviced</p>	Premises staff	n/a
Corridor access	<p>All corridors kept clear to ensure consistent and smooth transition around both schools</p> <p>LED lighting in all corridors</p> <p>Premises inspections held termly</p>	Premises inspections held termly	Premises staff	n/a
Lift at Connaught site	-Service agreement in place for lift SBM Yearly	Service agreement to be renewed on annual basis	Site manager School Business manager	Annual
Parking bays	n/a			
Entrances/ramps	<p><b>School Road</b> – 2 entrances (gate to reception area has sloped entrance suitable for wheelchair users. Double gate at North side is fully assessable)</p> <p><b>Connaught Road</b> – 3 entrances (2 gates are fully accessible. Slopes near lift wheelchair access)</p>	None required	n/a	n/a





Toilets	<p><b>School Road</b> – 1 accessible toilet</p> <p><b>Connaught Road</b> – 2 accessible toilets</p>	None required	n/a	n/a
Reception areas	<p><b>School Road</b> – Fully accessible</p> <p><b>Connaught Road</b> – 2 steps. Access available via other entrances if required. Ramps near lift doors allow wheelchair access.</p>	None required	n/a	n/a
Internal signage	Emergency signage in place using correct guidelines	None required	n/a	n/a
Emergency escape routes	Clearly identified by signage and printed on emergency evacuation procedure	<p>All staff read emergency procedures each autumn</p> <p>Continue to ensure emergency evacuation procedure shared with all staff during induction</p>	<p>School Business Manager/Nikki Wheeler</p> <p>Ben Massey/Louise Smith</p>	Ongoing

