

LITTLEHAVEN INFANT SCHOOL

ACCESSIBILITY PLAN

The purpose of this plan is to support our school aims.

Our school aims are:

Enjoy – Achieve – Respect

- ❖ Each child will feel valued and develop a sense of self worth
- ❖ Each child will develop a respect for other people
- ❖ Each child will develop a respect for their environment, their surroundings, their world
- ❖ Each child will feel happy and safe
- ❖ Every child will be helped to achieve their potential and their best
- ❖ We will foster and nurture the children's creativity, enjoyment and love of learning
- ❖ Children can take part in and be at the heart of our community

At the time of review we do not have any children registered as disabled but we are aware that in the future we may need to support all kinds of disability.

The views of staff, governors, pupils and parents have been consulted during the development of this plan wherever possible and we will endeavour to seek the views of these groups when this plan is reviewed.

The main priorities of the plan are to:

A. Aim to increase access for disabled pupils to the school curriculum. This covers teaching and learning as well as the wider curriculum such as participation in after-school clubs, leisure and cultural activities, and school visits.

B. Aim to improve the physical environment of the school and eliminate any physical barriers to learning wherever possible so pupils can take full advantage of education and associated services.

C. Aim to improve the delivery of information to disabled pupils that would normally be in written format, e.g. handouts, timetables, textbooks and newsletters. This should take into account pupils' disabilities and parents' preferred format and be available within a reasonable time scale.

The Headteacher will manage these aims on a day-to-day basis.

The school's Inclusion Manager is Ms J. Phillips*.

The Accessibility Plan will be monitored by the Governing Body through the Safeguarding and Community working party, Teaching and Learning working party and Resources Committee.

The Accessibility Plan will be published on the school's website and is to be reviewed every 3 years.

A copy is available upon request to the School Office.

Reviewed: July 2015

Next Review: July 2018

*updated September 2017

REVIEW OF CURRENT SITUATION

	What	How	Why	When	Aim
SHORT TERM	Ensure that staff are familiar with technologies and practice developed to assist people with disabilities if required.	The school will make itself aware of the technologies and practices available through the LA.	If needed the school can use technologies or practices available to assist people with disabilities.	2015/2016 and every year updating existing knowledge & practice.	Access to National Curriculum improved. Delivery of materials (information/curriculum) to disabled pupils improved.
MEDIUM TERM	<p>Endeavor to ensure signage includes visual guidance in addition to the written word.</p> <p>As décor updated, consider how it can improve mobility and awareness of space around the premises.</p>	<p>Seek advice from LA sensory support service prior to changing signage and décor</p> <p>As above</p>	<p>Signage will inform all members of the school community or visitors to the school, irrespective of disability.</p> <p>Appropriate décor can support access for people with particular disabilities.</p>	2015/2017	<p>School designed to meet the needs of all pupils.</p> <p>School designed to meet the needs of all pupils and visitors.</p>
LONG TERM	Improve access from hall to classroom corridor and other entrances over successive financial years. The school will decide which entrances and exits have priority and plans to fit permanent ramps, handrails and wheel chair lift (if appropriate) to these where possible (and where resources allow).	Planned use of minor capital delegated resources and discuss with LA using Schools Access Initiative Funding (if available).	Having secured capital resources from the LA, all areas of the school will be fully accessible.	Beyond 2017 (subject to resources being available)	Physical accessibility of school increased.