



Bagshot Infant School Accessibility Plan 2021-2023

Plan approved:	December 2021
Plan Reviewed:	December 2023
Governor committee responsibility:	Full Governing Body

Purpose of the Plan

The purpose of this plan is to demonstrate how Bagshot Infant School has provided accessibility for disabled pupils and others and will strive to continue to improve this.

Definition of Disability

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

Legal background

The Equality Act 2010 outlaws discrimination by schools and Local Authorities against either current or prospective disabled pupils in their access to education It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary.

This 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 by the planning duties in the Disability Discrimination Act (DDA):

- Increasing the extent to which disabled pupils can participate in the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services (this includes improvements to the physical environment of the school and physical aids to access education)
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled. (This will include planning to make written information that is normally provided by schools to its pupils available to disabled pupils. Examples might include handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable timeframe).

Bagshot Infant School aims to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage.

The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning which could put them at a disadvantage

We are pro-active in promoting positive attitudes to disabled people in the school and in planning to further increase access to education for all disabled pupils.

As part of the school’s ongoing communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through data collection, questionnaires and parental discussions.

Contextual Information

The school was opened in 1870 and subsequently extended in 1905 and 1920 all of which present certain physical constraints to access. The school has status as a Special Needs Support Centre for children with additional educational needs such as Autism

There are a number of outbuildings spread over the site. As a consequence of SEN Centre status, the school has disabled facilities such as hoists, lifts and ramps and disabled toilets. Wheelchair access is available through all entrances into all buildings. All areas of the school grounds are accessible to wheelchair users, although an area on the school field may give restricted access unless accompanied by an adult.

The Current Range of Disabilities Within Bagshot Infant School:

The school has children with a range of disabilities which include moderate and specific learning difficulties and physical disabilities. When children enter school with specific disabilities, the school contacts Local Authority professionals for assessments, support and guidance

We have competent First Aiders who hold current First Aid certificates. All medication is kept in a central safe and secure place which has easy access for First Aiders and staff members.

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Accessibility Plan 202021-23**

Equality and Inclusion				
<i>Target</i>	<i>Strategy</i>	<i>Outcome</i>	<i>Timeframe</i>	<i>Achieved</i>
To ensure that the Accessibility Plan becomes an annual agenda item at FGB Meetings.	Clerk to Governors to add to list for FGB meetings	Adherence to legislation.	Annually	
To improve staff awareness of disability issues.	Review staff training needs. Provide training for members of the school	Whole-school community aware of issues.	ongoing	

	community as appropriate.			
To ensure that all policies consider the implications of disability access.	Consider during review of policies.	Policies reflect current legislation.	ongoing	

Physical Environment				
<i>Target</i>	<i>Strategy</i>	<i>Outcome</i>	<i>Timeframe</i>	<i>Achieved</i>
To ensure that all areas of the school buildings and grounds continue to be accessible for all children and adults, and to continue to improve access to the school's physical environment for all.	Audit of accessibility of school buildings and grounds by SLT and Governors. Suggest actions and implement as budget allows.	Modifications will be made to the school building to improve access	Jan 2020 Ongoing	

Curriculum				
<i>Target</i>	<i>Strategy</i>	<i>Outcome</i>	<i>Timeframe</i>	<i>Achieved</i>
To continue to train support staff to enable them to meet the needs of children with a range of SEN.	Inclusion Lead to review the needs of children and provide training for TA's as needed	TA's are able to enable all children to access the curriculum.	ongoing	
To strive to ensure that all children are able to access all out-of school activities. e.g. clubs, trips etc.	Review out-of-school provision to ensure compliance with legislation, inc reasonable adaptations where necessary.	All providers of out-of-school education will comply with legislation to ensure that the needs of all children are met.	ongoing	
To provide specialist equipment to promote	Assess the needs of the children in each class and provide equipment as	Children will develop independent learning skills.	Reviewed termly by Inclusion Lead	

participation in learning by all pupils.	needed e.g. headphones, writing slopes etc.			
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Written/Other Information				
<i>Target</i>	<i>Strategy</i>	<i>Outcome</i>	<i>Timeframe</i>	<i>Achieved</i>
To ensure that all parents and other members of the school community can access information	Written information will be provided in a range of formats as necessary	All stakeholders are fully informed and accessing relevant information.	As required	
To ensure that parents who are unable to attend school, because of a disability, have access to appropriate information	Staff to hold parents evenings by telephone or send home, written information	Parents are informed of children's progress	Termly	