

Little Missenden CE Infant School

School Accessibility Plan



Policy Name	School Accessibility Plan
Review Cycle	2 years
Date	Spring 2025
Review Date	Spring 2027
Person responsible	Headteacher
Headteacher	<i>M. Green</i>
Chair of Governors	<i>delia</i>

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friendship, thankfulness, honesty, forgiveness, compassion and trust





Little Missenden CE Infant School

SCHOOL ACCESSIBILITY PLAN

Spring 2025

Introduction

Little Missenden Infant School aims to provide a stimulating and varied programme of education to enable children of all abilities and backgrounds to acquire confidence, knowledge and skills within an accessible and positive environment, built around our school vision, 'rooted and grounded in love,' in which caring and responsible attitudes can be nurtured, grow and flourish.

Staff, children, parents and governors work together for the care of the school within the community, committed to the spiritual, social, moral and intellectual welfare of the pupils. We work hard to ensure individual talents, skills and unique characteristics are identified and celebrated, irrespective of ethnicity, faith, attainment, age, disability, gender or background.. Everyone in our school is important and included. We promote a community ethos of positive attitudes where we nurture and challenge pupils to achieve their full potential. We work hard to ensure that all children are able to develop their own interests, recognising everyone's uniqueness and success. We recognise learning in all its forms and are committed to nurturing lifelong learners. We are a safe school, committed to improving children's self-esteem and confidence. We know that safe and happy children achieve.

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period.

The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

This Accessibility Plan is structured to complement and support the school's Equality and Cohesion Policy, and will similarly be published on the school website. We understand

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that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

Objectives

Little Missenden Infant School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. The school recognises and values parent's knowledge of a child's disability and its effect on their ability to carry out everyday activities. The parent's and child's right to confidentiality is respected. The Accessibility Plan shows how access to the school is provided for disabled pupils, staff and visitors and anticipates the need to make reasonable adjustments to accommodate their needs where practicable. It also acknowledges that a full assessment of the school's accessibility arrangements would be necessary as and when new pupils or families with particular disabilities join the school. The Accessibility Plan contains relevant and timely actions to:

- Maintain and develop access to the curriculum for pupils with a physical disability and/or sensory impairments, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits – it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe.
- Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe.
- Improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Behaviour Policy

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- Curriculum Policies
- Emergency Plan
- Health & Safety Policy
- School Development Plan
- Inclusion Policy
- Teaching and Learning Policy

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the Governing Body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010. 4 The Accessibility Plan will be published on the school website. The Accessibility Plan will be monitored through the Governor Resource Committee. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010. It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. Attached is a set of action plans showing how the school will address the priorities identified in the plan.

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Accessibility Plan Autumn 2024

Progress made since last Accessibility Plan:

Improving Physical Access

Issue detected	Recommendation	Timescale	Responsibility	Outcome
Ongoing	To include a disabled toilet within the school	End of 2023	HT, Bursar and Governors	Nursery building completed and includes disabled toilet.

Improving Curriculum Access

Issue detected	Recommendation	Timescale	Responsibility	Outcome
Autumn 2022	With support from the Specialist Teaching Service and SEND team the curriculum must be accessible for children with communication and language difficulties, including those who are non-speaking.	Spring 2024	HT, SEND teacher,	Staff trained to use Makaton, and training received from the Specialist Teaching Service in how to teach non-speaking children to read. Non-speaking child/children fully integrated into the school.

Improving the delivery of written information

Issue detected	Recommendation	Timescale	Responsibility	Outcome
Autumn 2022	The replace the paper recording system with the online platform 'CPOMS.'	Spring 2024	HT, SEND teacher and all staff	CPOMS is in place and is accessible to all staff.

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New Targets Autumn 2024:

Improving Physical Access

Issue detected	Recommendation	Timescale	Responsibility	Outcome
Ongoing	Decking in playground is not wheelchair accessible, therefore the adventure playground and garden is not accessible.	End of 2025	HT and Bursar	

Improving Curriculum Access

Issue detected	Recommendation	Timescale	Responsibility	Outcome
Autumn 2024	Ensure there is a SMHL in place to ensure that children with significant mental health and wellbeing difficulties are able to fully access the curriculum.	Spring 2026	HT and SMHL trainee	

Improving the delivery of written information

Issue detected	Recommendation	Timescale	Responsibility	Outcome
Autumn 2024	Increase the use of CPOMS to include a wider range of SEND information	End of 2025	HT, SEND teacher and all staff	

