

# CREST INFANT & NURSERY SCHOOL



## ACCESSIBILITY PLAN

**2024 – 2027**

### **Purpose of the Plan**

The purpose of this plan is to show how Crest Infant & Nursery School is accessible for all pupils (and also for members of the school community.)

### **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**

From September 2002, the Disability Discrimination Act 1995 outlawed discrimination by schools and LA's 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 and reviewed and revised as necessary.

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

### **Contextual Information**

Crest Infant & Nursery School is accessible by wheelchair. We have ramps for wheelchair access and one toilet has been adapted for wheelchair access. There is also a lift which enables wheelchair users to access all floors.

### **The Current Range of Disabilities**

Crest Infant & Nursery School currently has pupils on role with specific diagnosis such as ASD or specific learning needs. At this point in time, whilst no pupil on role has a specific physical disability, we do have children who have physical needs and we access support from an Occupational Therapist for them. When a child with a specific physical disability joins Crest Infant & Nursery School we contact external professionals for assessments, support and guidance.

We have children on role who have asthma and all staff are aware of these children. Inhalers are kept in classrooms and a record of use is recorded.

Some children have allergies or food intolerances/cultural food choices all of which are listed in class registers and on the medical list displayed in the school office, staffroom and kitchen.

All medical information is collated on the medical list and available in class registers and displayed in the school office, staffroom and kitchen.

We have competent First Aiders who hold current First Aid certificates.

All medication is kept centrally in the school office which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents outlining the illness and amount and time of medication. All medication that is given is recorded.

Access to the Physical Environment					
Overall aim: To ensure, where possible, that the school buildings and grounds are accessible for all children and adults.					
Target	Tasks	Outcomes	Time Frame	Cost	Achieved
Audit of the accessibility of the building and grounds by SLT and Governors. Prioritise actions and implement as budget allows. Adherence to legislation.	Repaint nosings of external steps	Accessibility of the site is regularly monitored and improvements impact positively.	Annually in August	£30	Completed each year until 2024 by caretaker.
	Lighting to be reviewed annually in the car park to support access for staff and visitors		Summer 2025	TBC	Completed each year by caretaker up to 2024.
	Consider an evac-chair to assist with evacuation from Dolphin or Stingray classes during an emergency		Autumn 2025		No physical needs in those classes currently that would warrant this but we will monitor with each cohort (2024).
	Individual PEEPs for staff and children to be reviewed		Autumn Term 1 annually		Completed annually or as a new child with needs starts our school.

	Consideration of a ramp to be erected from kitchen door to car park				On-going – so far this has not proved a viable option due to the height of the stairs
Ensure all staff and governors understand accessibility in terms of the physical environment.	Brief staff/governors annually on accessibility and the physical environment.	Raised confidence in staff and governors in commitment to meet access needs	Annual and ongoing (and induction of new staff)	Time	Annual update to FGB and as part of H&S report as necessary at each meeting.
	Ensure induction processes include reference to accessibility.				
Ensure learning is organised to promote the participation and independence of all children.	Regularly revisit classroom and learning area layout and organisation in accordance with pupil need.	All pupils can access resources which meet the diverse needs of the pupils.	3x annually (Inclusion Walks)	Time	Completed regularly

	Ensure all children are able to access all out of school activities i.e. school trips. (Rigorous risk assessment process).	Accessibility arrangements outlined provide equal opportunities for all children to participate in off-site activities.	Ongoing		completed
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### Access to the Curriculum

**Overall aim: To respond to pupils' diverse needs and to overcome potential barriers to learning and assessment for all pupils.**

Target	Tasks	Outcomes	Time Frame	Cost	Achieved
Continue to train staff to enable them to meet the needs of all current pupils.	SLT to review, alongside teachers, the needs of individual children and to provide training for staff as needed	All children have access to a full curriculum.	Ongoing		Completed included additional training for support staff in manual handling of children in our care with physical needs.

Adults have an overview of vulnerable groups which supports them in planning specifically for individual pupils.	Class profiles to be reviewed termly		6 x annually	Time	Completed and on going
Continue to liaise with the visual and hearing support services as necessary	Ensure advice is upheld		As required	None to school	Completed at per cohort needs
Visual and concrete support tools are routinely used as an integral part of lessons e.g. visual timetables, pre-learning, objects of reference.	Purchase additional and specialised equipment as necessary.	Children with disabilities or specific needs are supported in their learning and independence without having to rely exclusively on adults.	Ongoing	SEN Budget - £200	Completed and on-going for each cohort
	Continue to liaise closely with external agencies.		Ongoing	Private SALT (£5500) OT – £1200	On-going yearly contracts which alter dependent in cohort

### Access to Written/ General Information

**Overall Aim: School information is accessible by all members of the school community.**

Target	Tasks	Outcomes	Time Frame	Cost	Achieved
Explore ideas to make school policies, school newsletters and other information available in alternative formats	Review all current school publications and promote the availability in different formats for those that require it.	Accessibility of school information to parents and the local community is improved.	Autumn 2025	Time	
Written material to be available in alternative formats e.g. large print, audio, use of It, when appropriate for individual needs.	Regular reviews of needs of children with disabilities to include strategies to support access to written materials, e.g. class texts, homework sheets	Children will be able to access written materials through reasonable adjustments.	Ongoing	Year group budgets  SEND Budget	

Install a hearing loop in the Reception admin area	Explore the cost of installation	Hearing impairment is addressed	Budget permitting	End of financial year 2025	Not needed at present but will monitor
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