

Banks lane Infant & Nursery School

Accessibility Planning

Jan 25

Review date: Jan 28



Banks Lane Infant & Nursery School

ACCESSIBILITY PLAN

At Banks Lane Infant & Nursery School we welcome our duties under the Equality Act 2010. The school's general duties, with regards to equality, in relation to the nine protected characteristics, which include disability are:

- Eliminating unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010;
- Advancing equality of opportunity between people who share a protected characteristic and people who do not share it;
- Fostering good relations between people who share a protected characteristic and people who do not share it.

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. Since September 2002, the Governing Board has had three key duties towards disabled pupils, under Part 4 of the DDA:

1. not to treat disabled pupils less favourably for a reason related to their disability;
2. to make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage;
3. to plan to increase access to education for disabled pupils.

This plan sets out the proposals of the Governing Board of Banks Lane Infant and Nursery School to increase access to education for disabled pupils in the three areas required by the planning duties in the DDA:

1. increasing the extent to which disabled pupils can participate in the school curriculum;
2. improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
3. improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled.

It is a requirement that the school's accessibility plan is resourced, implemented, reviewed and revised as necessary and reported on annually. This plan details actions showing how the school will address the priorities identified.

The School's Context

Banks Lane Infant and Nursery is a locally maintained, three form entry infant school with a 40 place nursery. The main school building is single storey with front and rear playgrounds as well as a large shared field area. School can be accessed via Hulme St or George St West and there is disability access to both the front and rear entrances. Our purpose built nursery, constructed in 2015 is fully accessible, including wheelchair access, open spaces and a disabled toilet.

The School's Aims

- To be at the heart of our locality by working in partnership with families and the wider community
- To be a learning community which fosters creativity, independence and a passion for learning
- To enable our children to develop the essential skills for a happy and fulfilled life

- To deliver quality first teaching, with high expectations for all, that enables children to succeed and achieve their potential
- To provide a nurturing and stimulating environment that supports and celebrates learning
- For all members of the school community to model positive, respectful relationships

We are working within a national framework for educational inclusion provided by:

- Inclusive School (DfES 0774/2001)
- SEN & Disability Act 2001
- The SEN Revised Code of Practice 2014
- The Disability Discrimination Act (amended for school 2001)
- Code of Practice for Schools (Disability Rights Commission)
- OFSTED

Our Aims are to provide:

1. Full access to the curriculum
2. Full access to the physical environment
3. Full access to information

Current good practice:

Parents and carers are encouraged to share any disability or health needs during our admission and induction procedures and relevant staff including the Pastoral Manager and SENCo are consulted and involved.

Entrances to the front and rear of the building as well as external exits from corridors are either flat or ramped and have double opening doors. All entrances to the school are either flat or ramped and have wide doors. The main entrance has a wide, automatic door into the entrance. The lobby is fully accessible for wheelchair users. There are accessible toilet facilities available fitted with a handrail hoist. The school has internal emergency signage and escape routes are clearly marked.

We support pupils with both physical disabilities and learning needs to access areas of the curriculum they find difficult. Where PE is a challenge for physically impaired pupils we seek expert advice for identified individual needs.

We consult with experts when new situations regarding pupils with disabilities are experienced.

School has previously held the Inclusion Quality Mark.

Classroom and school resources are audited and ordered by the SENCo according to need. Examples include, sloping boards, standing tables, sit and move cushions, weighted blankets, overlays, chew accessories.

Whole school provision maps follow the Graduated Response approach and cover each area of SEND as defined by the SEND Code of Practice. Our universal offer is part of our Quality First Teaching in every classroom.

Person centred SEND Reviews take place throughout the school year and are fully accessible and inclusive. Individual SEND Support Plans are bespoke plans that meet the needs of the individual child and are coproduced with parents. Staff are mindful of any SEND needs parents may experience themselves, and adjust the format of the plan accordingly.

Each subject has a SEND curriculum statement, which outlines the adaptations made to ensure the subjects is fully inclusive and accessible to all. Adaptive teaching is an integral part of our inclusive curriculum.

The SENCo works with teachers to ensure that provision in Education Health Care Plans is implemented, liaising with SLT and other professionals where appropriate.

Accessibility Plan 2025-2028

Purpose of Plan

The purpose of this plan is to show how our school intends, over time, to increase accessibility to the physical environment, the curriculum and written information so that all pupils with a disability can take full advantage of their education and associated opportunities.

Definition of disability

You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

- 'substantial' is more than minor or trivial, e.g. it takes much longer than it usually would to complete a daily task like getting dressed
- 'long-term' means 12 months or more, e.g. a breathing condition that develops as a result of a lung infection

Key Aims

To increase and ensure for pupils with a disability that they have:

- appropriate access to our setting's environment, curriculum and information and
- full participation in the school community.

Principles

- Compliance with the Equality Act 2010 is consistent with our school's aims and SEN information report.
- Our staff recognise their duty under the Equality Act 2010:
- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an accessibility plan
- In performing their duties governors have regard to the Equality Act 2010
- Our school:
 - recognises and values the child's own knowledge and understanding and that of the parents regarding the child's disability
 - recognises the effect the child's disability has on his/her ability to carry out activities,
 - respects the parents' and child's right to confidentiality
- School provides all pupils with a broad and balanced curriculum that is adaptive, personalised and age appropriate.

Increasing Access for disabled pupils to 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.

- Effective communications with parents
- Updated training for staff, liaising with outside agencies/professionals where appropriate
- Effective resourcing for pupils
- Adaptations where appropriate
- Apply reasonable adjustments for educational visits and extra-curricular activities

Improving access to the physical environment of the school

This includes improvements to the physical environment of the school and physical aids to access education.

- Review of hoist and servicing/upkeep in the disabled toilet.
- Regularly review signage for visual and hearing impaired
- Maintain safe access around exterior of the school
- Maintain safe access around interior of the school
- Review of access in response to particular needs of individuals

Improving the delivery of written information to disabled families. *(Due to the age of our pupils, written information is provided to the parents or carers.)*

This will include planning to make written information that is normally provided by the school to its families available to disabled families. Examples might include information about school events, trips, clubs etc.

The information should take account of family members disabilities and preferred formats and be made available within a reasonable time frame.

- Availability of written information in alternative formats
- Ensure documents and aids are appropriate to need
- Signpost additional guidance, support and resources where appropriate

Financial Planning and control

The headteacher, SLT and the Resources Committee will review the financial implications of the accessibility plan as part of the normal budget review process.

Access to the physical environment - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Hoist maintenance & service	Review termly Contact Stannah	JH to make arrangements	Long term or in response to need		
Improvements to signage for visual and hearing impaired	When purchasing new resources, all options regarding access e.g. braille, will be considered.	AG/LW Resources Sub Committee to approve	ongoing		<i>SENCo attends training offered by Vision & Hearing Team</i>
Maintain safe access around exterior of the school	Installation of ramp to Den/Quad exit. Daily and weekly checks in line with H&S requirements. Removal/ replacement of picnic tables. Develop outdoor learning spaces including the enclosed quad & gardening areas.	JH liaising with Estates team CM	Short term Long term	Easter 25 Ongoing to be underway and further developed each academic year	<i>Advice from Neuromuscular nurse Jan 25. Estates team visited school 27/1/25 – waiting for quote</i>
Maintain safe access around interior of the school	Ensure sensory spaces and quiet rooms are available for children with additional needs. Review each term in relation to needs of children and year group.	LW	Short term / ongoing	Established Sept 24, ongoing review of resources & provision	<i>Sensory space and quiet room established in Reception Sept 2024. Further resources purchased for quiet space in KS1, Sept 2024 Internal doors added to Reception corridor for Sept 24. Estates team visited school 27/1/25 – waiting for quote</i>

	Installation of internal doors to KS1 corridor	EN/JH	Medium term	Easter 25	
	Provide handrails in toilets across school.	JH/CM	Short term	Ongoing	
	Monitor carpets for wear, particularly around internal duct covers.	EN/JH	Long term budget implications for		
	Monitor the front corridor floor surface & screed		Resource Committee		

Apply reasonable adjustments for educational visits and extra-curricular activities	Consider medical implications for children on medical care plans for venue, activities and appropriate challenge – fully risk assessed and accessible.	All staff	Medium term	Ongoing reviewed against new curriculum themes.	<i>Review against clubs and registration – those with medical needs identified for checks at appropriate times. Liaise with parents, club leads as appropriate.</i>
	Medical check available to support during extra-curricular clubs for children with medical needs.	Club Lead / SLT	Medium Term		
	After school clubs – consider whether reasonable adjustments can be made by providers for children with SEND (no disability).	Club Lead / SLT SENCo	Medium term	Ongoing	<i>Review on an individual basis with parents with regards to the whether the child can have needs met by the club providers.</i>

Access to information advice and guidance - statutory

Accessibility Outcome	Action to ensure Outcome	Who responsible	Long, medium or short-term	Time Frame	Notes
Availability of written information in alternative formats	Accessibility Plan and Statement available via school website but also in hard copy. Consider first language, braille, change of font for appropriate audience	AG/LW	Medium Term	Complete by end of Feb 25	<i>Hard copy adjustments as necessary to meet the needs of individual families.</i>
Accessibility of information	SEN Information Report updated and parent friendly.	LW	Medium term	Completed and on website Sept 24	<i>Updated by SENCo throughout year as necessary</i>
Ensure documents are accessible and inclusive to families and children	Coproduced SEN Support plans and One Page Profiles, mindful of any needs of	All staff	Short term	Ongoing	<i>SENCo has regular meetings throughout the year with any parents who need/request support.</i>

families and children, with formats adjusted accordingly.

SENCo can be supported by CT, pastoral manager, other professionals as appropriate.