



Kent County Council
Children, Families and Education Directorate

ACCESSIBILITY PLAN

OF

DOWNS VIEW INFANT SCHOOL

2020

Responsible People named in this Policy

Head Teacher
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Date: January 2020

To be updated January 2023

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ACCESSIBILITY PLAN 2015

Downs View Infant school is committed to ensuring that all pupils have the right and equality of opportunity to access an outstanding education.

- This Accessibility Plan has been drawn up in consultation with the staff and governors of the School and covers the period from January 2020 – January 2023
- This statement sets out the ways in which Downs View Infant School provides 'access' to education for pupils with a disability.
- We are committed to working towards providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.
- We plan, over time, to increase the accessibility of provision for all students, staff and visitors to the School.
- The following areas will form the basis of the Accessibility Plan with relevant actions to:
 - Increase access to the curriculum, incorporating after-school and out of school activities and including educational visits;
 - Improve access to the physical environment of the School;
 - Improve the delivery of written information to students, staff, parents and visitors with disabilities.
- Attached is an Action Plan, relating to these three key aspects of accessibility. These plans will be reviewed and adjusted on an annual basis. New plans will be drawn up for the following three-year period, 2020-2023.
- It is acknowledged that there will be the need for on-going awareness raising and training for all staff and governors in the matter of disability discrimination and the potential need to inform attitudes on this matter.
- This Accessibility Plan should be read in conjunction with the following policies, strategies and documents:
 - Single Equality Scheme
 - Health & Safety
 - SEND/Additional Needs Policy
 - Behaviour Policy
 - School Prospectus
- As curriculum policies are reviewed, a section relating to access will be added where appropriate. The School Prospectus will make reference to this Accessibility Plan.
- The School will work in partnership with Kent local education authority in developing and implementing this plan and will adopt in principle the “LEA Strategy for Accessibility”.
- The School plan will be monitored by the SEND Governor and reported back to the Full Governing Body.

This plan is written in relation with the KCC's long term goals:

- (a) All children and young people with physical disabilities will have access to an appropriate Kent maintained school for primary education and a Kent maintained school or Academy for secondary education. Travel time to primary provision will be no longer than 45 minutes and to secondary provision no longer than one hour.
- (b) The number of primary age children and young people attending fully accessible schools, including the provision of appropriate toileting, changing facilities and adaptations for children with visual and hearing difficulties, will be increased by 20%

1. Legal background

The Disability and Equality Act 2010 requires all schools and LEAs to plan to increase the accessibility of schools for disabled students. LEAs must produce an accessibility strategy covering all maintained schools in their area, and each school must produce its own accessibility plan.

This plan outlines how we plan to:

- **Improving access to the physical environment of schools**

This includes improvements to the environment of the School, which can include visual, acoustic and physical environments. All new school buildings have to comply with the Building Regulations and the Education (School Premises) Regulations 2010 in conjunction with the Equality Act (2010) and should be physically accessible to disabled students. Much of the work in the area of improving the physical environment will therefore involve improving access to existing buildings.

- **Increasing access for disabled students to the curriculum**

Access to the curriculum covers not only teaching and learning, but also the wider curriculum such as after-school activities, leisure, sporting and cultural activities or school visits.

Therefore additional resources, including human resources and equipment will be purchased if it felt necessary and appropriate for an individual's needs.

The LEA will support us by offering staff training, encouraging schools to work together and share good practice, and by offering schools a range of support services such as advice on teaching techniques, classroom management and curriculum material.

- **Improving the delivery of written information to disabled students**

We will ensure that written information normally provided by the school will take account of students' disabilities and parents' preferred formats and will be made available within a reasonable timescale. This will be decided with the adult /carer's permission and adjustments will only be made if this meet the needs of the individual and improves the accessibility to the curriculum.

KCC will help us by:

- Organising central support services to provide information in alternative formats.
- sharing information and expertise
- Consulting with schools and dioceses when preparing its accessibility strategy.

KCC and Downs View Infant School have a duty to implement their strategies and plans, revise and review them if necessary. We should prioritise resources for implementing their strategies and plans.

This plan is publicly available on our website and is reviewed and agreed by all staff and Governors. KCC are required to make their strategies available for inspection to interested parties at reasonable times.

2. Definitions

The Disability Discrimination Act (2010) describes a person has a disability if:

- they have a physical or mental impairment
- the impairment has a substantial and long-term adverse effect on their ability to perform normal day-to-day activities

Progressive conditions considered to be a disability:

There are additional provisions relating to people with progressive conditions.

People with HIV, cancer or multiple sclerosis are protected by the Act from the point of diagnosis. People with some visual impairment are automatically deemed to be disabled

Conditions that are specifically excluded- Some conditions are specifically excluded from being covered by the disability definition, such as a tendency to set fires or addictions to non-prescribed substances.

- People who have had a disability in the past that meets this definition are also protected by the Act.
- Impairments include sensory impairments – such as those affecting sight or hearing, and people who have had a disability are protected from discrimination even if they no longer have a disability.
- Mental illnesses that are clinically well-recognized are included. So, for example, medically diagnosed ADHD is considered a disability under the Disability Discrimination Act. While many disabled students will have, or may be eligible for an Education and Health Care Plan, not all disabled students have SEN. Equally, not all students with SEN will necessarily have a disability under this legislation.

For the purposes of the Act, these words have the following meanings:

- 'substantial'** means more than minor or trivial

•**'long-term'** means that the effect of the impairment has lasted or is likely to last for at least twelve months (there are special rules covering recurring or fluctuating conditions)

•**'normal day-to-day activities'** include everyday things like eating, washing, walking and going shopping

Access in respect of children and young people and people with Physical Disabilities and/or Sensory Impairments

The Disability Discrimination Act requires that where a physical feature makes it impossible or unreasonably difficult for disabled people to make use of the service, reasonable steps must be taken to remove it, alter it, or provide a reasonable means of avoiding the feature.

Physical features include: steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilet and washing facilities, public facilities (such as reception areas), lighting and ventilation, lifts and escalators. This is not an exhaustive list of features, which are not confined to buildings or the indoor environment. They could include seating in a garden, climbing apparatus or when on school trips.

Access Audits will be used when necessary to identify the main areas that will impact on access such as:

Car parks and footpaths	Ramps and ramp systems
Doors and door controls	Lifts and lifting devices
Sanitary conveniences	Handrails and hardware
Signage and way finding	Lighting and acoustics
Finishes and decorations	Furniture and equipment
Stairs/stairways	Emergency access routes
Medical areas	Toileting and changing facilities
Communications, alarms & security systems	

Access audit and review of accessibility of all maintained schools for anyone with Physical Disabilities and/or Sensory Impairments

The following has been taken into account in determining the LA strategy: -

Audit data

Cluster, District and area strategies have been developed based on available data. These strategies will be expanded and developed using more detailed survey analysis.

Having 100% access to teaching areas does not necessarily mean that a school is fully accessible. At Downs View we have wheelchair accessible toilets and washroom facilities. Most parts of the building are wheelchair accessible, with sloped access. Although a ramp is available for rooms where there is a step. These are in the older parts of the buildings. Most classrooms are wheelchair accessible.

According to the 2006 data 21% of secondary and 24% of primary schools could be classed as being fully accessible providing children and young people with physical disability full access to all teaching areas. However, improvements may still be needed in many of these schools to ensure easy movement around the

school, and to provide improvements for children and young people with sensory impairments.

Access in Respect of Children and young people with Significant Learning, Behavioural or Communication and Interaction Needs

The LA Accessibility Strategy recognises and addresses the crucially important issues related to improving access for children and young people with these particular difficulties. The LA supports schools in developing school accessibility plans to enhance inclusion opportunities for children and young people with significant Learning, behavioural or communication and interaction needs.

This may, for example, include children and young people with profound and complex Learning difficulties or specific Learning difficulties, such as dyslexia or dyspraxia, complex emotional or behavioural difficulties, or those presenting challenging behaviours arising from other complex needs such as autism, attention deficit hyperactivity disorder or obsessive-compulsive disorder.

While the expectation is that the majority of these needs will be met through school accessibility plans and the development of whole school approaches, enhanced curriculum access for some of these children and young people will be achieved through the development of resourced mainstream provision. In addition to the potential need for physical changes and adaptations, this type of provision may also require specialist teacher, therapy and/or teaching support or peripatetic support and advice, materials, and/or training in specific teaching and Learning approaches.

Strategies and Targets

Building Access

All building projects that adapt, replace or add to existing building stock must also improve accessibility.

All building projects where additional school places are provided must:

- be fully accessible
- provide appropriate washroom facilities
- have included, at the feasibility stage, an analysis of the present and future access needs of children and young people. Following that analysis the building should be designed to meet those needs.

Resources

Some of this work will be undertaken by schools using their Delegated Capital Fund and Devolved Capital Fund for building maintenance and improvement informed by an accessibility audit of the school. This funding should be considered to resource school accessibility plans, with access for children and young people with any and all disabilities considered whenever planning for maintenance work (e.g. internal redecoration, replacing floor coverings, replacing broken door furniture) is undertaken.

Use of Resources and Prioritising

The LA will work in partnership with Clusters and schools to enhance the curriculum access of all children and young people whose difficulties and/or impairments amount to a disability as defined by the Disability Discrimination Act 2010. Support for funding for the capital costs of this type of provision will come from School Access Initiative funding to be made available to individual schools or groups of schools as appropriate to address any particular curriculum access needs of individual children and young people or groups of children and young people with these types of disability.

Monitoring arrangements

The overall accessibility strategy is subject to LA Ofsted inspection. Success criteria within the strategy will be monitored by the Children Families and Education senior management team.

This plan will be reviewed formally in 2020 by all staff and governors. Although accessibility will be reviewed and altered as necessary, with action plans and adjustments made before within this timescale if necessary.

Standard	Available Resources	Act	Recipients	Timescale and cost	Success Criteria	Monitored	Evaluation and Impact on School Plan
<p><i>Increase the extent to which AEN & disabled pupils can participate in the school curriculum</i></p>	<p>Staff Development Budget</p> <p>SEN support plans / Provision Plans/ Education and Health Care plans reviewed</p> <p>High Needs Funding</p> <p>Health Care Plans</p> <p>Outside agency support/ use of LIFT/ medical services.</p>	<p>Setting suitable learning challenges within daily planning.</p> <p>Differentiated/ personalised teaching and learning styles catered for.</p> <p>Outcomes clearly stated.</p>	<p>Whole staff.</p>	<p>On going</p>	<p>Broader range of teaching strategies used by CTs ,TAs and key workers</p> <p>Staff are confident to meet the needs of pupils with a diverse range of learning, medical and behaviour needs in relation to Equality legislation.</p> <p>Additional staff knowledge.</p>	<p>AEN Leader monitoring planning and moderating provision. Termly agreement trialling/ provision moderation.</p>	<p>An inclusive approach will be used to ensure that children with AEN and disabled pupils make at least expected progress.</p>

Standard	Available Resources	Act	Recipients	Timescale and cost	Success Criteria	Monitored	Evaluation and Impact on School Plan
<p><i>Overcoming potential barriers to learning and assessment for individuals and groups of pupils</i></p>	<p>Contingency funding</p> <p>SEN budget</p> <p>High Needs Funding</p>	<p>Ensuring all children have suitable equipment, furniture, and resources, thus enabling them to access the curriculum through support from Occupational Therapy Services and Physiotherapy for specific pupils.</p> <p>Speech therapy</p> <p>Psychology</p> <p>Medication available</p>	<p>Key members of staff</p>	<p>Regular review meetings.</p> <p>Reviewed termly in Pupil progress meetings or Provision plan meetings for individuals.</p>	<p>Resources purchased as recommended for provision in classroom, toilets, dining hall, additional support rooms eg sensory room etc, out of school trips.</p>	<p>Daily observation of pupils to ensure equipment is used safely and is providing inclusive approach to learning. On going monitoring from all multi agencies involved at meetings and annual reviews.</p>	<p>Children will overcome potential barriers to learning and be able to access learning like their peers, ensuring at least expected progress.</p>

Standard	Available Resources	Act	Recipients	Timescale and cost	Success Criteria	Monitored	Evaluation and Impact on School Plan
Improving inclusive ethos	Makaton training for staff when required.	<p>Staff training / awareness for medical and physical needs when required for individuals.</p> <p>Continuation awareness of basic use of Sign Language to all children and staff within lessons and assemblies. Used to support some high needs children throughout the school.</p>	Key workers	Termly review of training	Downs View will adopt an inclusive approach for children with communication difficulties.	<p>Daily monitoring of signs used to teach children and shared with key adults.</p> <p>Weekly use in assemblies to whole school.</p>	Provision will be inclusive to ensure that pupils with diverse learning needs are given the maximum potential to make progress both in terms of academic progress, well-being and involvement, and the hidden curriculum

Standard	Available Resources	Act	Recipients	Timescale and cost	Success Criteria	Monitored	Evaluation and Impact on School Plan
Responding to pupils' diverse learning needs	<p>Anaphylactic training awareness/ Use of Epipens.</p> <p>Training of insulin pumps and medication for children who are diabetic.</p> <p>Use of individualised health care plans.</p>	<p>Epipen /Diabetes training – reviewed Yearly. First Aid at Work gained by all staff. Paediatric First Aid qualifications gained by EYFS TA and Key First Aider</p> <p>Differentiated assessment</p> <p>Use of External Agencies/Expertise:</p> <p>Physiotherapy</p> <p>SALT</p> <p>Occupational Therapy</p> <p>Wyvern and Goldwyn outreach specialist teaching support</p>	<p>All staff – reviewed yearly and new/ key members of staff trained.</p> <p>Visits by outside agencies when required and advice acted upon</p>	<p>Termly reviews and visits by external agencies</p>	<p>All pupil's diverse learning needs will be responded to in a positive and inclusive way.</p> <p>All pupils with a range of diverse needs will be provided with correct provision and resources to ensure a positive approach to ensure inclusion.</p>	<p>Weekly monitoring of practice involving use of insulin injections and checks.</p> <p>Termly reviews of provision for pupils with physical and diverse needs.</p>	<p>Outside agency's expertise will be used to provide an inclusive approach to learning and provision. This will ensure that pupils have individual health education plans/ provision plans/sen support plans/ provision mapping which are appropriate to meet their</p>

		<p>Positive images of disability to be displayed</p> <p>Literature / resource books to include images of disability. Assemblies to explore issues of inclusion.</p> <p>Outside visitors to talk about their disabilities</p>					diverse needs.
<p>Improve the physical environment of the school for the purpose of increasing the extent to which disabled pupils are able to take advantage of education.</p>	<p>Devolved Capital Fund</p> <p>Buildings Maintenance Devolved Budget from</p>	<p><u>Improved Access for PD</u></p> <p>Notice attached to main entrance gate to instruct individuals with physical needs to seek assistance with office staff for opening the main gate.</p> <p>Portable ramp to be obtained</p>	<p>All users unable to push open the main gate independently</p> <p>Adults using a wheelchair to</p>	<p>Cost of permanent sign / cost of ramp.</p> <p>No Cost – caretaker</p>	<p>Improved accessibility for PD</p> <p>Improved accessibility for all</p>	<p>Single Equality Scheme Working Party</p> <p>SEND Governor and AEN Leader yearly on disability learning walk</p>	<p>All users of building will have safe access to the building.</p> <p>All rooms within the building will be accessible to all children and adults. Mobility around the school will be easier for all</p>

		<p>Wooden frames attached to some class doors to be widened to full width of the door.</p> <p><u>Improved Access for VI</u></p> <p>Edge of steps and door exit steps to be more visible using luminous line</p>	<p>enter the room.</p> <p>Visually impaired</p>	<p>to complete</p> <p>Cost of paint</p>	<p>Improved access for VI</p>	<p>stakeholders with physical impairments</p>
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Disability/ Accessibility Learning walk at Downs View Infant School.

Completed on Tuesday 2nd April 2019

The following people completed the walk:

Lisa Somerville school SENDCO/Inclusion Leader

Izzy Hammond SEND governor

Laura Welch Parent with a disability/ wheelchair user

Strengths

The inspection of the internal building and external grounds was a very positive one. This was due to the on-going inspections by the school for health and safety, the disability legislations of the new building work and the updated disability policy following the Discrimination Act of 2010.

The following points were noted:

Areas of Development	Possible actions	By whom and when
Guttering outside in EYFS area outside Owl class often overflows when it rains and water pours onto the path flooding it. Parents are then forced to go onto the steep mud which is slippery when wet.	Maintain guttering so that it is clear of blockages. Mrs.Smith to allow Parents who are unable to walk on the mud through her classroom to EYFS indoor classes.	Mr.Beany – termly check and clear. Monitored termly.
Edge of steps leading from the school to the large playground and steps in the EYFS outdoor area need to be more visible.	Luminous painted lines / luminous tape at these sites.	Paint/tape to be purchased . To be completed by Mr.Beany by Jan 2020
The heavy weight of the front entry gate on entry and the distance from the exit button to the same gate make it impossible for a disabled person to enter or leave independently.	Attach a notice to both of these points instructing the individual to ask the office staff for assistance with this. Sign to read 'Please ask for assistance' with disability symbols included.	Signs to be purchased and attached to 2 main entrance gates both inside school grounds and outside. End of July 2020 by Mr.Beany
It was noted that the wooden frames attached to the corridor side doors of Penguins and Snow Leopards would impair evacuation due to narrowing the door width. These classrooms had no other internal door to the corridor. An adult wheelchair would also not be able to enter this room due to the limited width.	Make these entrances wider by moving / making bigger the wooden frames.	To be completed by Mr.Beany by end of July 2020
All emergency audio alarms working in the disability toilets in the mobile, outside puppies and outside the office.	Do we need visual light alarms in the office to indicate where the alarm is coming from?	To be checked termly by Mr.Beany

<p>Disabled toilet by the office has a lock that means access cannot be accessed in case of emergency.</p> <p>This toilet also has a cupboard in it that means you could not get onto the toilet from the side from a wheelchair.</p> <p>This toilet also needs a disabled sign on the door.</p>	<p>Change lock</p> <p>Move cupboard around/ change cupboard so that it is not blocking the space next to the toilet.</p> <p>Put disabled toilet sign on the door.</p>	<p>To be decided by HT</p>
<p>Exit Buzzer very high when exiting the building so is not accessible for a number of people.</p>	<p>A sign next to the buzzer to say 'Please ask for assistance' with disability symbols included.</p>	<p>Sign to be bought and attached below the buzzer. End of July 2020 . Mr.Beany</p>
<p>The path outside Owl's external exit door is too narrow for a wheelchair to pass.</p>	<p>Arrange for exit from an alternative door.</p> <p>Put black matting on the grass in this area to allow safe access around this door area.</p>	<p>Black matting to be purchased To be completed by Mr.Beany by Jan 2020</p>
<p>No path leading to the Dolphin Pod and mobile. This gets very wet and muddy in wet weather.</p>	<p>Black matting from playground to Dolphin Pod to create a path for extra stability.</p>	<p>Black matting to be purchased To be completed by Mr.Beany by End of July 2020</p>
<p>Chalk board in the playground under the shelter has slipped down and not accessible for pupils</p>	<p>Move up board so that it is 8 inches from the ground.</p>	<p>To be completed by Mr.Beany. Jan 2020</p>
<p>Disabled space in the staff car park positioned so that when a car is parked the drop-curb cannot be used.</p> <p>Another disabled space to accommodate more families with disabilities.</p>	<p>Move the car park space so that it is away from the drop curb. Keep access clear next to dropped curb.</p>	<p>To be decided by HT</p>
<p>Hedges blocking access paths outside the school grounds at certain times of the year when hedges are growing.</p> <p>KCC have commented that these hedges cannot be cut during bird nesting session.</p>	<p>Signs to be put near these areas at certain times of the year/ bird nesting session. The newsletter to remind Parents that the hedges will not be cut at these times and please be mindful of this.</p>	<p>Mrs. Somerville to make signs are specific times of the year. Mrs.Spendlove to put on newsletter at specific times of the year.</p>
<p>Many exit doors need a permanent/temporary ramp to allow access in and out. These include:</p> <ul style="list-style-type: none"> • to forest school area/ school field • outside Puppies/ corridor next to Puppies • From two hall fire exits • Wildcats fire exit • From Y1 classrooms 	<p>Temporary ramps to be made / bought and stored at key points around the school to be used when needed. These ramps need to be painted in non-slip paint for wet weather.</p>	<p>To be decided by HT</p>
<p>Shoes/ wellie holders blocking the access around the EYFS corridors.</p>	<p>Push wellie holders out of main access.</p>	<p>To be decided by HT</p>

	Low shelf under pegs for shoes to be stored on/ cubby holes for shoe storage under pegs.	
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Downs View Infant School

Record of Personal Emergency Plan

Name :

Location : Downs View Infant School

Reason why a PEP is required :

Date Plan created :

Plan created by :

Awareness of the Procedure :

The child has been made aware of the evacuation procedure by (Braille, story, practice of the route with the pupil, pictures, signed,) :

- 1.
- 2.
- 3.

The method of alert in an emergency is by:

- The existing fire alarm system
- Verbal evacuation signal by staff member

Getting out

Assistance is required by ----- people.

Names

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