



Carrington Infant School
'Together we Sparkle and Shine'

Accessibility Plan 2024-2027

Our Vision

"Together we Sparkle and Shine" is the vision for our school and this principle underpins all the work of the school.

We aim to create an outstanding, caring school community where everyone is valued and developed to their full potential as individuals, learners and as members of communities where they will play a part now and, in their future, lives.

Our Values

These are the key values that underpin all the work of the school;

- Kindness
- Respect
- Honesty

Introduction

This plan has been guided by Equality Act 2010. As defined by the Equality Act 2010, we understand a person with a disability to be identified as follows:

‘A person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day to day activities.’

Physical or mental impairment includes sensory impairments and also hidden impairments.

This definition is broad and includes children and adults with a wide range of impairments, including learning disabilities, dyslexia, autism, speech and language impairments, Attention Deficit and Hyperactivity Disorder (ADHD), diabetes or epilepsy, where the effect of the impairment on the pupil's ability to carry out normal day-to-day activities is adverse, substantial and long-term. All of those with cancer or surviving cancer, HIV or Multiple Sclerosis are now included from the point of diagnosis.

The test of whether the impairment affects normal day-to-day activity is whether it affects one or more of the following:

- Mobility
- Manual dexterity
- Physical co-ordination
- Continence
- Ability to lift, carry or otherwise move everyday objects
- Speech, hearing or eyesight
- Memory or ability to concentrate, learn or understand
- Perception of risk of physical danger.

Contextual Information

Carrington Infant School is a co-educational LA maintained school for pupils aged 4-7 years. The school is situated in a semi-rural setting in the village of Flackwell Heath. The school has an ARP for Autistic children. The site also has a private preschool and a private day nursery that lease space. The school also has an ongoing letting for a before and after school club.

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Carrington Infant is a single storey building; however, it has been built on a slope and at present some areas of the school can only be accessed by stairs or steps. A level route is possible to all areas of the school only by going outside of the building.

At present we have no wheelchair dependent pupils, parents or members of staff.

Current Range of known disabilities

The school has children with a range of disabilities to include moderate and specific learning disabilities, Communication and Language difficulties and Social, Emotional and Mental Health difficulties.

The individual needs of each new pupil entering the school are considered before they arrive and all pupil's needs are addressed.

We have number of children with asthma. The school has one member of staff with diabetes at present and one member of staff with mobility issues.

Carrington Infant School Accessibility Plan Scope

Our planning addresses the following areas:

Physical facilities – addressing any alterations that may be required to the structure of the building or site to secure access for pupils, staff, parents and visitors

School curriculum – including our provision for teaching and learning, the wider curriculum, extra-curricular activities and school visits

Awareness – building awareness of staff through training and development and heightening children's awareness of issues related to disability

Communication of information – how information is communicated within school and to a wider audience and supporting access to communication for families with a pupil or parent identified as having a disability.

Physical facilities

Target	Actions	Time Scale	Success Criteria	Responsibility	Monitoring
Ensure school and LA are aware of all areas of the school premises where there are potential barriers to physical access both indoor and outdoor. Key areas are the KS1 outside doors as they are too narrow according to the fire risk assessment 2021. The steps at the back of the hall could present to be an issue.	Identify areas of the school where there are particular barriers for pupils.	N/A	Report presented to Governors Summer 24	Head teacher/Equality Governor	F&HS
	Identify areas which cannot be made physically accessible.			Head teacher/H&S governor	F&HS
	To review annually, all areas of the school in order to ensure that there are no physical barriers to access for pupils with a range of disabilities.				
The school is aware of the access needs of disabled pupils, staff, governors, parent/carers and visitors We need to ensure these are reviewed annually – Assistant Head Inclusion to have responsibility for this.	Create access plans for individual disabled pupils as part of the Education, Health and Care Plan process when required	As pupil enters school and review annually	Education, Health and Care Plan in place for SEND pupils requiring one	Assistant Head Inclusion	Head Teacher
	Be aware of staff, governors and parents access needs and meet	Review Annually		Head Teacher	F&HS

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	as appropriate Ensure staff aware of Environment Access Standards Consider access needs during recruitment process	During Recruitment	Access issues do not influence recruitment and retention issues	Head Teacher Recruitment panel	F&HS F&HS
To raise staff awareness of a range of barriers to learning for pupils with sensory impairment, ADHD and dyslexia including classroom layout and classroom organization.	ADHD training and Sensory needs training Diversity training every three years but awareness is part of our ethos. Staff meetings regularly raise awareness	Ongoing	Classroom layout consistent with needs of disabled pupils	SLT/Assistant Head Inclusion	Head Teacher/ Chair of Governors
Ensure all disabled pupils can be safely evacuated	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with difficulties Ensure this is listed on the fire risk assessment and in emergency bags for classes and classes Develop a system to ensure all staff are aware of their responsibilities	As pupil enters school and review annually Sept Staff meeting and updates as required	All disabled pupils and staff working alongside can evacuate the school safely	Head Teacher Head Teacher	H&S Governor
All fire escape routes are suitable for all	Make sure all areas of school have suitable	Termly	All test evacuations aim to		H&S Governor

Accessibility plan- Summer 2021

Reviewed: Summer 2024

The date for next review is: - Summer 2027

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	escape routes for all pupils, staff and members of public present	evacuation test	be completed within 3 minutes and recorded	Head Teacher	
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School curriculum

Target	Actions	Time Scale	Success Criteria	Responsibility	Monitoring
To make all staff made aware of the implications of the DDA and the range of identified disabilities To make staff aware of the National Curriculum Inclusion Statements i.e. - Setting suitable learning challenges - Responding to pupils' diverse learning needs - Overcoming potential barriers to learning and assessment for individuals and groups of pupils. To ensure all staff use these to inform differentiated planning and provision across the school.	Staff training by Assistant Head Inclusion. School aware of all available Support Services	Autumn term annually	Staff awareness of DDA	Head Teacher	H&S
	Audit of all activities	Identify during SDP Autumn term	Strategies to enable full curriculum access for pupils with a range of disabilities to be identified.	Assistant Head Inclusion	Pay Review Committee
	To identify INSET needs. To make all staff aware of available specialist support	Annually Autumn term	All staff feel competent and supported in dealing with wide range of ability/disability	Head Teacher	H&S
	Carry out risk assessment of the 'extra curriculum' activities to ensure that disabled pupils can participate	Annually Summer term	All pupils are fully supported to access all school	SLT/ Assistant Head Inclusion	Head teacher
	Assess potential intake	and into the			

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	for following year to identify training needs	Autumn term	activities		Head Teacher
			Plan for necessary training	SLT/Assistant Head Inclusion	
Ensure support staff have specific training on disability issues	Be aware of staff training needs Support staff access appropriate CPD	As required	Raised confidence of support staff	Performance Manager	Head Teacher
All educational visits to be accessible to all	Ensure each new venue is vetted for appropriateness	Risk assessment as required	All pupils in school able to access all educational visits and take part in a range of activities	Head Teacher and Educational Visit Coordinator	Education Visit Governor
Ensure PE curriculum is accessible to all	Gather information on accessible PE and disability sports Seek disabled sports people to come into school	As required	All to have access to PE	PE co-ordinator	Head Teacher

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Awareness

Target	Actions	Time Scale	Success Criteria	Responsibility	Monitoring
Development of staff and pupils awareness of issues related to disability ensuring the challenging of stereotyping	Address different aspects of disability through assembly themes and stories	Ongoing	Assembly themes show different aspects of disability are planned for.	SLT/Assistant Head Inclusion	SMSC/PHSE governor Head teacher / Equality Governor
	Use school website to promote awareness of support networks			Assistant Head Inclusion	
	Continue to challenge stereotyping through curriculum opportunities	As opportunities arise	Mix up afternoons are planned relating to challenging stereotypes	SLT/Assistant Head Inclusion	

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Ensure all staff are aware of guidance on accessible formats	Guidance to staff on dyslexia and accessible information	On-going		Assistant Head Inclusion	Head teacher

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Communication of information

Target	Actions	Time Scale	Success Criteria	Responsibility	Monitoring
Ensure that information to parents/carers is accessible particularly those with learning difficulties and English as an additional language	Provide information and letters in clear print in “simple” English	Ongoing	All parents receive information in a form that they can access	Head Teacher	FGB
	School office will support and help parents to access information and complete school forms	Ongoing		School Office	FGB
	Ensure website and all document accessible via the school website can be accessed by the visually impaired	Ongoing		SLT/Assistant Head Inclusion	FGB

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