



Accessibility Policy

“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.” - Bucks Planning to increase access to schools for disabled pupil’s guidance document.

Improving access to education and educational achievement by disabled pupils at Manor Farm Infant School is essential to our drive to ensure equality of opportunity and full participation for all our pupils. We provide a broad and balanced curriculum for all our pupils. We are committed to bringing about school improvements to increase access to the curriculum for pupils with a range of disabilities including physical disabilities and children with other special educational needs.

Consideration is given to our ability to:

- increase the extent to which disabled pupils can participate in the school curriculum
- meet the needs of any current and prospective pupils
- improve the physical environment of schools
- improve the delivery of information to disabled pupils
- deliver all School Improvement Plan priorities within budget
- identify needs sufficiently early to enable reasonable adaptations and support to be put into place
- further develop inclusive practices which enable effective learning opportunities for all our children

The physical environment

In making adaptations and improvements to the physical environment, recognition is given to the additional physical and sensory support needs of pupils.

The physical environment includes steps, stairways, kerbs, exterior surfaces and paving, parking areas, building entrances and exits (including emergency escape routes), internal and external doors, gates, toilets and washing facilities, lighting, heating, ventilation, lifts, signs, interior surfaces, floor coverings, room décor and furniture. Improvements to physical access might include - ramps, handrails, lifts, widened doorways, electromagnetic doors, adapted toilets and washing facilities, adjustable lighting, blinds, induction loops, well designed room acoustics and way-finding systems.

Physical aids

Physical aids to access education might include ICT equipment, enlarged computer screens and keyboards, photocopying enlargement facilities, specialist desks and chairs. Supply of these aids is made through County. Extra low handrails have been installed in some toilets and on the playground steps. Lines have painted on the edge of steps leading outside from classrooms and on the playground. A path has been created from the gate to the playground to ensure a level surface.

Improving the delivery of information to disabled pupils

As part of normal classroom differentiation we attempt to make written information accessible to all pupils. Consideration will be given and every reasonable effort made to meet the needs of individual children as the need arises.

Staff Training

We make a commitment to staff training on accessibility and SEN as part of our overall training programme.

Recent examples of this are:

- **Whole staff ASD training**

Barriers to accessibility

There are particular problems associated with this school site which create barriers to full accessibility:

- non-level site requiring ramps to achieve access
- playgrounds at different levels
- ground floor of building at two different levels including steps
- 50% of classrooms situated on upper floor with two separate access staircases

Actions

We are committed to a continuous programme of school improvement to raise standards and achievement for all our pupils including children with disabilities. In particular, we wish to take all reasonable actions to fulfill our obligations to improve access to the school premises.

Target

County Accessibility Team will be consulted on feasibility of fitting ramps and rails to main entrances/exits and access to funding streams.

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