



**BLOSSOMFIELD**  
Infant and Nursery School  
(incorporating Blossomfield Childcare)

**DRAFT**  
**Accessibility Policy and Plan**

January 2018

This policy is being updated due to the expansion and subsequent building work.

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## Accessibility Policy and Plan

**(January 2018)**

At Blossomfield, we strive to ensure all our pupils, staff and visitors to Blossom at Blossomfield; to achieve the best we can and to have the confidence to try to do things for ourselves. It is our aim to reduce and eliminate barriers to the curriculum, fuller aspects of school life and the school environment for pupils and prospective pupils, staff, parents and visitors with a disability.

The Disability Discrimination Act (DDA) 1995 (amended by the Special Needs and Disability Act 2001) was replaced by The Equality Act 2010. The Equality Act places a legal requirement on all schools to increase accessibility for disabled pupils.

Since September 2002, the Governing Body has had three key duties towards disabled pupils:

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

The Equality Act 2010 defines a disabled person as someone who has a *'physical or mental impairment that has a substantial long-term adverse effect on the person's ability to carry out normal day-to-day activities'*. It is helpful to understand what mental and physical impairments are included. Guidance on the Equality Act 2010 states that: *a person who has cancer, HIV infection or multiple sclerosis (MS) is a disabled person*. This means that the person is protected by the Act effectively from the point of diagnosis.

A disability can arise from a wide range of impairments which can be:

- sensory impairments, such as those affecting sight or hearing;
- impairments with fluctuating or recurring effects such as rheumatoid arthritis, myalgic encephalitis (ME)/chronic fatigue syndrome (CFS), fibromyalgia, depression and epilepsy;
- progressive, such as motor neurone disease, muscular dystrophy, forms of dementia and lupus (SLE);
- organ specific, including respiratory conditions, such as asthma, and cardiovascular diseases, including thrombosis, stroke and heart disease;

- developmental, such as autistic spectrum disorders (ASD), dyslexia and dyspraxia;
- learning difficulties;
- mental health conditions and mental illnesses, such as depression, schizophrenia, eating disorders, bipolar affective disorders, obsessive compulsive disorders, as well as personality disorders and some selfharming behaviour; • produced by injury to the body or brain.

### **Office for Disability Issues, August 2002**

#### **Vision & Values**

At Blossomfield Infant school we aim to treat all members of the school community equally, regardless of age, sex, race, colour, nationality, ethnic or national origin, disability, marital status or religious belief. We are committed to providing a broad, balanced and flexible curriculum which meets the needs of all pupils.

Blossomfield is committed to promoting equality of opportunity to all its stakeholders;

**Children:** The curriculum is planned carefully and differentiated to meet the needs of all children in order to enable them to achieve to the best of their ability. The school offers a wide range of activities to support and enrich the curriculum both in and out of school hours, and all children are given the opportunity to be involved.

Staff are committed to making any reasonable adjustments to ensure every child is able to participate in all extra-curricular activities, including residential trips.

**Parents:** All parents are welcomed into the school at anytime to support both children and staff. This could be as a parent helper in the classroom or as part of the Parent Partnership or SNAG Teams. Parents are also invited to be part of the school's very active PTA.

Regular meetings for parents are held throughout the school year including Curriculum meetings and individual Parent Consultation appointments to discuss their child's progress. We recognise and value parents' and carers' knowledge of their child's disability and seek partnership and consultation through regular formal and informal meetings.

**Staff:** The school follows strict recruitment procedures when appointing staff and takes its equality responsibilities extremely seriously. All staff are committed to their own continuing professional development, and the Head and Deputy work hard to ensure all staff benefit from a range of CPD activities – both in and out of school in order to support the staff in becoming the best they possibly can.

Staff also work with a range of external professionals including SISS, Occupational Therapists, Speech & Language Therapists and Physiotherapists. This ensures staff are fully equipped with the knowledge, skills and understanding needed to meet the needs of all children.

**Visitors:** The school welcomes a range of visitors into school, both during the school day and out of hours as part of private lettings. Parts of the school have wheelchair access, enabling our wheelchair users to enter the building through the main entrance for both school and childcare or through the foundation stage classrooms.

**Accessibility Plan;** The school's Accessibility Action Plan aims to demonstrate how we intend to meet our duty to promote disability equality for disabled pupils, staff, parents and visitors.

## Audit of current provision at Blossomfield

### 1. Curriculum Access

Statement	Evidence	Action required
All teachers and TAs have the necessary training to teach and support pupils with a range of disabilities.	CPD training, bespoke training for those with specific disability eg Hemophilia	Training required when a child with disability starts at Blossomfield
Classrooms are optimally organised for disabled pupils	Visual timetables in all classrooms, room accessible for partially sighted child	
Lessons provide opportunities for all pupils to achieve, i.e. are differentiated and include work to be done by individuals, pairs, small groups and the whole class as appropriate	See planning	
All pupils are encouraged to take part in music, drama, and physical activities	No child is excluded from activities including those after school	
Staff recognise and plan for the additional time and effort needed by some disabled pupils, e.g. lip reading by hearing impaired pupils, slow writing speed for pupils with dyslexia	See planning	
All staff plan for additional time required by some disabled pupils to use equipment	See planning	
Disabled pupils who cannot participate in particular activities are given alternative experiences, e.g. some forms of exercises in PE/sport	No child is currently excluded. Children may have activities adapted for them eg when less children are on the playground	
ICT equipment has been fitted with additional software/hardware to allow access for disabled pupils		Large print and bespoke ipad needed for vi child

School visits are accessible to all pupils regardless of attainment or impairment.	This also includes residential visits	
All staff have high expectations for all pupils	SEN pupils make good progress	
All staff strive to remove barriers to learning and participation	See planning/ feedback from parental questionnaires	

## 2. Physical access

Statement	Evidence	Action required
The layout of areas allows access for all pupils, such as Academic areas: e.g., classrooms, hall, library Social areas: e.g., dining hall, reception Play areas: eg, playground	Some classrooms and the hall/ library are accessible. The playground is accessible from the main school entrance and the FKS block.	
Pupils who use wheelchairs can move freely around school. There are no barriers to access caused by doorways, stairs and step	There are steps between pod 1 and the hall. There is stepped access between pod 1 and the playground. There is level access though fire door and ramp from Rowan classroom, and FKS classrooms.	If a child needed to be in pod 1 as a wheelchair user a lift would need to be installed.
Toilet facilities have sufficient room to accommodate a hoist and changing bed if needed. Showers are available and accessible.	Larger disabled access toilet in FKS for hoist if necessary. Disabled toilet and shower facility in main school.	If a changing bed was needed it would be able to fit into disabled toilet.
Pathways around school are safe and well signed. Parking arrangements are logical	1 parking space for disabled pupil/ parent	

and safe		
Emergency and evacuation systems INFORM ALL pupils. Alarms are visual (flashing) as well as auditory Alarms do not flash.	Alarms are audible not visual.	
Tactile signs, including lifts with tactile buttons help disabled learners to use the building	No tactile signs	
Signs are uncomplicated, and unambiguous. School décor provides appropriate contrast and harmony for pupils with visual impairment,	School décor is uncomplicated particularly in FKS. Corridors and hall/ library are kept clear from 'clutter'.	
All areas are well lit	yes	
Steps are taken to reduce background noise for hearing impaired pupils by considering a room's acoustics, noisy equipment etc	Yes through environmental audit as necessary.	
Furniture and equipment selected, adjusted and located appropriately, e.g. height adjustable tables are available, low level sinks etc.	Yes as necessary.	

### 3. Access to information

Statement	Evidence	Action required
Staff are familiar with technology and practices to assist pupils, parents and carers with disabilities, e.g. positioning when talking to a hearing impaired learner.	Yes. Advice from HI Siss team	
All written communication follows an agreed house style using an appropriate font and size, e., Arial/Comic Sans Serif size 12 or larger on	No	Advice to be sought on an agreed font/ paper for school communication.
The school liaises with LA support services and other agencies to provide information in simple, clear language, symbols, large print, on audiotape or in Braille for pupils/parents and carers who may have difficulty with the standard printed format.	If necessary.	
The school ensures that both in lessons and parents meetings, information is presented in a user-friendly way, e., by reading aloud, using overhead projectors/PowerPoint presentations etc.	Yes	

**Action plan for 2018-2021**

Continue to monitor provision for those children diagnosed with ASD or who are pre- diagnosis.	Autism lead to work with Siss to audit provision and outcomes for children with a diagnosis	Staff are equipped to provide adaptations to curriculum and environment as necessary. Children with a diagnosis make good progress across all areas including social and emotional aspects of learning
Review annually all areas of the school in order to ensure there are no physical barriers to access for pupils with a range of disabilities.	Environmental audit when a child with a disability starts at Blossomfield	Any adaptations that are necessary are timely and children can access and evaluate the building independently.
All written communication to follow an agreed house style using an appropriate font and background paper.	Consult British dyslexia association and Siss	