



Banstead Infant School **Accessibility Plan 2019 – 2021**

At Banstead Infant School it is our aim for all the staff to have an inclusive approach to teaching the children. We want the best for all our children and therefore we expect the best in everything we do.

We believe in the potential of every child so all children are given the opportunity to develop the capacity to surprise themselves and those around them. They are taught to challenge themselves to build confidence and resilience. We 'teach to the top' to provide models of excellence, ensuring that support is given for those children who need it.

We are committed to providing a fully accessible environment, which values all children. Our PSHE and Citizenship curricula are designed to enable all children to develop a culture of awareness, understanding and respect about disability and differences in people.

This document should be read in conjunction with:

- Strategic Improvement Plan
- Health and Safety
- Special Needs Policy
- Equal Opportunities Scheme
- Behaviour Policy
- School Prospectus
- PSHCE Policy
- Educational Visits

The following areas form the basis of the Accessibility Plan:

- Access to the Curriculum
- Access to the Physical Environment of the School
- Access to Information for Parents

Banstead Infant School
Accessibility Plan 2019 – 2021
Improving Access to The Curriculum

Target	Action	Person responsible	Timeframe	Success Criteria
Out of School Activities enable the participation of all children	<ul style="list-style-type: none"> • On a regular basis to identify areas of need conduct an audit to establish which groups of children attend clubs – all abilities, all religions etc. • School to support families with financial difficulties to enable access to educational visits etc. • School to buy equipment such as football boots etc. to enable children in need to join clubs 	AB AS	On-going	All children go on school visits. Pupil premium enables children entitled to FSM to attend clubs. Lunchtime clubs take place to enable more pupils to attend a club. Clubs are well attended.
To use IT to aid learning	<ul style="list-style-type: none"> • IT to make learning multi-sensory, i.e. interactive whiteboard, both visual and auditory • Microphones enable children to hear articulation • Software packages allow additional practice of skills • Increase number of laptops and tablets gives children more opportunity 	SENCO AB	On-going	Children confident to use computers. IT and software packages raised attainment.
To develop expertise in adapting the curriculum for the growing needs of children, particularly those with speech and language difficulties	<ul style="list-style-type: none"> • Improve opportunities for speaking and listening across the school e.g. through the Oracy Project, National Storytelling week, NELi Project and CLPE • Work with speech and language therapists to develop expertise • Use Norfolk Assessment Pathway to identify next steps in learning • Work with teachers from specialist schools to develop ISPs 	SENCO HT Additional Needs Team Class teachers	On-going	All children can access the curriculum ISPs reflect children's needs and show next steps so that children make progress All children speak confidently and express themselves clearly

Improving Access to the Physical Environment

Target	Action	Resource	Timeframe	Outcomes
To meet the needs of disabled children as and when they join this school	<ul style="list-style-type: none"> • Make reasonable adaptations to the school to allow inclusion and access 	As is reasonable for the school	As and when	The school is inclusive

Improving Access to Information

Target	Action	Resource	Timeframe	Outcomes
As far as possible, parents will understand information sent out by the school	<ul style="list-style-type: none"> • Parents will be made to feel comfortable about informing us of their need • School will ensure information is understood by parent • Find preferred means of communication • Aim for 100% parent evening attendance – teachers follow up anyone who doesn't attend • Seesaw used to maintain communication between home and school • Website is maintained and up to date 	LB/AS SENCO HT Outside agencies Website Seesaw	Ongoing	School and parents working in partnership with parents feeling valued and involved Information is readily available for parents