

# Garden Suburb Infant and Junior Schools Accessibility Plan

## Introduction

The schools recognise their duty under the DDA:

- Not to discriminate against disabled pupils in their admissions and exclusions, and provision of education and associated services
- Not to treat disabled pupils less favourably
- To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
- To publish an Accessibility Plan.

The schools provide all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The majority of the schools' buildings are over 100 years old. Where adaptations or additions have been made to the buildings, these are accessible. For example, a corridor adaptation now provides level access to all classrooms (Infant School) and a dining room/classroom addition includes a lift with access to classrooms and the library upstairs (Junior School). Shared staff areas are not all accessible, as they are on the upper floors in both schools, although there are some staff facilities on the ground floor.

## Accessibility Action Plan

The 3 areas to be considered in this action plan are:

### a) Improving Education & related activities

The school will continue to seek and follow the advice of LA services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts.

### b) Improving the Physical environment

The school will take account of the needs of pupils and visitors with physical difficulties, mental and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings. The schools' equipment and grounds are, where possible, improved to enhance the physical development of children, with disability in mind. For example, for children with Dyspraxia or other difficulties.

### c) Improving the Provision of information

The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested. The schools have links to The Barnet Local Offer, which signposts resources for schools and parents, on their websites.

	Targets	Strategies	Outcome	Timeframe	Goals Achieved
<b>Short Term</b>	Ensure the curriculum can be accessed by all children	Check timetables and resources are not a barrier to any individual or group's access to the curriculum.  Ensure good liaison with feeder nurseries/schools to support the planning of any adjustments and adaptations.	All children access all aspects of the curriculum.	Ongoing	The school reacts to the needs of both adults and children so that the curriculum is accessible.
	Review information to parents/carers to ensure it is accessible.	Make information available in larger print on request.  School office will support and help parents to access information and complete school forms.  Provide information and letters in clear print in "simple" English.	Format of documentation altered appropriately.	As required	When needed, the school provides written materials in alternative formats
	Any redecorating work within the school is sympathetic to the visually impaired	Advice taken re-lighting and colour schemes before any further decorating takes place.	The school decorates in a way that is sympathetic to the VI.	As required	
	Any building work within the school will consider possible improvements for the hearing impaired	Costings requested	The school becomes an improved environment acoustically for the hearing impaired	As required	an improved hearing environment
<b>Medium Term</b>	To ensure the school develops children's awareness of disability.	Ensure there are learning resources (books etc) that show examples of people with disabilities in a positive light.	Invite people with disabilities in to school: Engage with SEND weeks in school.  Use opportunities to show people with disabilities in a positive light (e.g. Paralympics, parents with disabilities coming into relevant classrooms)	Ongoing	
<b>Long Term</b>	Plans to further develop the building take DDA issues in to account, e.g. access and acoustics.	Work with LA and architects when planning modernisations.	The building continues to be accessible for all where possible.	Ongoing	