ACCESSIBILITY PLAN 2025 - 2028

Introduction

Hasland Infant and Nursery School is an inclusive school that focuses on the well-being and progress of every child and where all members of our community are of equal worth. All of our children share an entitlement to high quality education through a vibrant curriculum which meets their needs. We take pride in our provision for pupils with special educational needs and disabilities.

Context

The Accessibility Plan addresses the statutory requirements of the Equality Act 2010 and the Special Educational Needs and Disabilities (SEND) Code of Practice of September 2014.

Definition of Disability

According to the Equality Act 2010: A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day- to-day activities.

Definition of Special Educational Needs

According to the SEND Code of Practice September 2014: A pupil has SEND if they have a learning difficulty or disability which requires special educational provision to be made for them. Special educational provision is educational provision that is additional to, or different from, that made generally for other children of the same age in mainstream schools.

This will be if the child has:

- A significantly greater difficulty in learning than the majority of children of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for children of school age in mainstream schools

School Aims:

At our school we believe that "Everyone is welcome and everyone belongs" Therefore, the aims of this plan are:

- To create a safe, calm, stimulating and achieving environment, that challenges and responds to all individual needs;
- To establish a community in which we are all valued;
- To promote respectful, compassionate and inclusive attitudes;
- To identify and provide for pupils who have special educational needs and disabilities;
- To work within the guidance provided in the SEND Code of Practice, 2014;
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs and disabilities;
- To deliver high quality provision which constantly gives opportunities for every child to grow and learn through a vibrant curriculum;
- To be committed to working closely with parents, ensuring that they are involved in decisions that affect their child's education and care;
- To provide support and advice for all staff and parents/carers working with children with special educational needs and disabilities.

Key Objective

To reduce and where possible, eliminate barriers to accessing the curriculum and to full participation at Hasland Infant and Nursery School for pupils and prospective pupils, with a disability.

Signed……
Chair of Governors

Dated……

Hasland Infant and Nursery Action Plan 2025 - 2028

1. IMPROVING PARTICIPATION IN THE CURRICULUM				
Priority	**Person Responsible**	**Action**	**Timescale**	**Success Criteria**
Effective communication and engagement with parents/carers of children with SEND	RP	RP to arrange meeting for all parents/carers with concerns for their child regarding SEND with SENDCo or class teacher	Sept 2025 Sept 2026 Sept 2027 Sept 2028	Parents/carers are fully informed about the provision and progress of their child in areas of the curriculum. Parents/carers engage with their child's learning.
	Class teachers (CT)	Teachers to meet with parents for 2x parents evenings and share provision plans. Teachers to arrange 1 additional meeting (end of year) to share provision plan. CT / RP to arrange additional meetings as needed.	Nov 2025 then ongoing	
	RP & CTs	Annual review meetings	As needed based on EHCP dates	
	SLT / CTs	Open morning sessions for parents to join their child in their learning, to be adapted as needed e.g. parents to come and see bucket time / mystery bag groups	Ongoing	
		The FSW will engage with parents/carers for support with parenting CF, FO and GB to monitor	Ongoing	
	RP	RP to arrange termly coffee morning for parents of children with SEND- Autum term's coffee morning to include signposting local offer and SEND information report	Termly	

All staff to have a good understanding of the four broad areas of need: • Social emotional and mental health • Communication and interaction • Cognition and learning • Sensory and or physical	SLT CL/RP RP CL/FO FO CL/FO RP / CL	Create an annual plan for the development of staff Provide ongoing support and training to staff who are supporting children with specific needs Monitor the progress of identified children with specific needs across school. RP to meet with CTs to review provision plans and one page profiles Time allocated in staff meetings and briefing calendar Emotion coaching / trauma informed schools training for all Teachers and TAs MDS to receive Emotion coaching training and trauma informed schools training Training accessed from LA as needed, including from our 'ISAT', Educational Psychologists, the 'CAMHS SCA team', 'The Engagement Service' and 'Sensory and Physical support Service' as needed.	Yearly Ongoing Termly Ongoing Sept 2025 / ongoing Autumn 2025 Ongoing, as needed	Teachers are successful in providing support to the children with special educational needs and/or disability and have in place provision plans, intimate care plans, risk assessments and Personal Emergency Evacuation Plans (PEEPs). These are shared with all supporting staff.
Makaton will be used throughout school	CL/RP	A sign of the week will be practised each week and sent home to parents on the Friday 'Parent hub' post. The current sign will be displayed in the classroom and previous signs will be available on a ring for children to access. All classes will sign the phonics song in a morning and all children will access this Key signs alongside 'Widgit' symbols will be used with children who require additional support with communication e.g. toilet,	Ongoing	Makaton is planned and delivered throughout school All children and staff can use some Makaton

		happy, sad, finished, outside etc.		
Ensure all children are accessing all curriculum subjects at an appropriate level, including all foundation subjects and in Early Years all areas of the EY curriculum	RP / CL / FO All subject leaders	Subject leaders to ensure appropriate adjustments are made for any child with additional needs and that any additional resources which may be needed are purchased and used effectively. Teachers will use the **SEND in my subject** document to inform subject considerations and adaptations in all foundation subjects.	In place and ongoing	All SEND pupils are being given the opportunity to participate in all curriculum subjects, develop their interests and achieve. The needs of all children are met and positive and progressive outcomes are achieved.
	CL/RP	Pastoral support e.g. ELSA, nurture, time with family support worker may be required and timetables adapted	Ongoing	
	RP / CL and class teachers	All classrooms to adhere to the agreed '**Environment non-negotiables**' to ensure a sensory smart environment which meets the needs of most pupils. Classrooms must also be reviewed to meet the needs of **individual identified pupils** including the use of spots for sitting and individual workstations.	Autumn term then ongoing	
	RP /Class teachers	Ensure resources are appropriate, e.g., visuals, sloping boards, enlarged reading materials, coloured overlays etc Ensure specialist equipment is checked daily and seek advice if needed from relevant support service (e.g., hearing aids etc)- RP to make initial contact with specialist services then CT to implement and RP monitor	Ongoing	
	CL / FO / RP	Teachers to track progress and discuss data and intervention/provision to SLT in pupil progress meetings and termly provision plan and one page profile meetings	Termly	
	RP / CTs	Ensure access arrangements for assessments etc are in place (e.g., phonics screening)	Spring term yearly	

All school activities, visits and trips to be accessible and appropriate for all pupils with adaptations made as needed	Year group trip leaders and evolve trained staff CL/RP	All visitors are assessed, venues and transport are vetted and risk assessments are carried out using EVOLVE Develop guidance on ensuring trips are accessible Activities, visits and trips will be assessed for each child. Parents will be involved in this discussion to ensure the trip is appropriate for the child. All year group trips will be discussed and if necessary the child may take part in a trip which is outside of their year group. The needs of the child will always be the priority when making a decision.		All children are able to access school activities and trips and take part in a range of activities that are relevant and successful for their individual need.

2. IMPROVING ACCESS TO PHYSICAL ENVIRONMENT				
Priority	**Person Responsible**	**Action**	**Timescale**	**Success Criteria**
Maintain support and provision for visually, hearing and physically - impaired children	RP CTs RP & CTs	Check if any child/ren have a visual, hearing and/or physical impairment Contact visual, hearing and physical impairment support services Ensure children have the appropriate resources required- RP to monitor Complete Risk Assessments	In place and ongoing Ongoing Termly	All children with visual, hearing and physical impairment feel safe throughout school. They have the provision and support required to ensure that their needs are met and progress is

				made.
To continue to be aware of the access needs of disabled children, staff, governors and parents/carers	RP RP / CTs AD AD	Training will be provided for individual children's needs to ensure all staff are aware of accessibility for an individual child's needs. All staff will make effective provision for pupils with a disability Ensure that staff, parents, governors and visitors can access all areas of school, including wheelchair accessibility. Specialist furniture and equipment will be purchased as required	Ongoing Ongoing Ongoing Ongoing	School will be fully accessible for all with SEND. Continuous monitoring will ensure that any new need and/or disability arising is met.
Ensure that children with disabilities can be safely evacuated	RP and class teachers	Risk assessment and Personal Emergency Evacuation Plans (PEEPs) are completed to ensure safe evacuation	Termly	A shared approach on the evacuation of a child with SEND from the school environment. All disabled children and personnel have safe exits from school
Accessible car parking	AD	Disabled members of staff and visitors have a place to park in school in the staff car park	In place and ongoing	There is a place for disabled members of staff and visitors to park throughout the school day

3. IMPROVING ACCESS TO INFORMATION				
Priority	**Person Responsible**	**Action**	**Timescale**	**Success Criteria**
Availability of written materials in alternative formats /fonts /language etc	SLT / AD	The school will make itself aware of the services available through the LA for converting information	Ongoing when required	The school will be able to provide information in different formats when required
	RP	RP to initially contact visual impairment for resources and support required for children with VI /HI	As required	
	Class teachers	CT to work with VI teacher to ensure the relevant materials are available when needed	Ongoing	
	RP / CTs	Widgits used universally to support vocabulary and as a visual cue as needed in class e.g. to sequence a task or support understanding.	Ongoing	
Ensure documents and resources are accessible to pupils, parents, staff, governors and visitors with visual impairment	SLT / AD	Seek advice, when necessary, from the LA on alternative formats and the use of ICT software	Ongoing when required	Visually impaired pupils, parents, staff, governors and visitors can access school documentation and information provided
	RP	Seek advice from visual impairment services on individual pupil requirements Use magnifiers, where advised and appropriate Ensure large, clear font is used on documentation		
	RP	Ensure SEND information report is accessible using 'Widgit' and key words. RP to signpost SEND information report at autumn coffee morning.	Autumn / ongoing	