

ACCESSIBILITY PLAN 2022 - 2025

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 2022 - 2025

1. IMPROVING PARTICIPATION IN THE CURRICULUM				
Priority	Person Responsible	Action	Timescale	Success Criteria
Effective communication and engagement with parents/carers of children with SEND	DH	DH to arrange open sessions / meeting for all parents/carers with concerns for their child regarding SEND	Sept 2022 Sept 2023 Sept 2024	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.
		DH to meet with all parents/carers of all children with SEND	Oct 2022 then ongoing	
	Class teachers (CT)	Teachers to meet with parents for termly consultations and share provision plans	Nov 2022 then ongoing	
		Annual review meetings	Ongoing	
	DH & CTs	Stay and learn sessions and open mornings for parents to join their child in their learning		
	SLT	The FSW will engage with parents/carers for support with parenting CF, FO, DH and GB to monitor		

All staff to have a good understanding of specific needs, including: • Social; • Emotional; • Mental health; and • Communication and language.	SLT	Create an annual plan for the development of staff	Yearly	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.
	CL/DH	Provide ongoing support and training to staff who are supporting children with specific needs	Ongoing	
	DH	Monitor the progress of identified children with specific needs across school.	Termly	
	CL/FO	Time allocated in staff meetings and briefing calendar	Ongoing	
	DH CL/AD	Emotion coaching training for all Teachers and TAs MDS to receive Emotion coaching training	Sept 2022	
	DH	ARFID (Avoidant/restrictive food intake disorder) training update	Spring 2023	
	CL/DH	Training from SALT (Speech and Language Therapy), AO (Autism Outreach), EPS (Educational Psychology Service) and SSEN Specialist Service for Special Educational Needs)	Ongoing	
Makaton will be used throughout school	CL/DH	Makaton to be included in weekly planning in the Foundation Stage and Y1	Sept 2022	Makaton is planned and delivered throughout school
		To be included in Y2 planning	2023	
		Makaton to be used daily in assembly	2024	
		SSEN will support the use of Makaton	Ongoing	
Ensure all children are accessing all curriculum subjects at an appropriate level, including all foundation subjects and	DH FO GN 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.	In place and ongoing	All SEND pupils are being given the opportunity to participate in all curriculum subjects,

in Early Years all areas of the EY curriculum	CL/DH DH and class teachers Class teachers	Pastoral support may be required and timetables adapted Review classroom layout to meet the needs of identified pupils. 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) Teachers to track progress and discuss data and intervention/provision to SLT in pupil progress meetings Ensure access arrangements for assessments etc are in place (e.g., phonics screening, SATs)	Ongoing Termly Spring term 2023 2024 2025	develop their interests and achieve. The needs of all children are met and positive and progressive outcomes are achieved.
All school activities, visits and trips to be accessible and appropriate for all pupils	Year group trip leaders and evolve trained staff CL/DH	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	DH Class teachers DH & 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 Complete Risk Assessments and PEEPs	In place and ongoing	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	DH 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 if and when required	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	DH 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

evacuated				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
	DH	DH to initially contact visual impairment for resources and support required for children with VI	Autumn 1	
	Class teachers	CT to work with VI teacher to ensure the relevant materials are available when needed		
Ensure documents and resources are accessible to	SLT / AD	Seek advice, when necessary, from the LA on alternative formats and the use of ICT software	Ongoing when	Visually impaired pupils, parents, staff,

pupils, parents, staff, governors and visitors with visual impairment	DH	Seek advice from visual impairment services on individual pupil requirements Use magnifiers, where advised and appropriate Ensure large, clear font is used on documentation	required	governors and visitors can access school documentation and information provided
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