

Hatfield Peverel Infant School Accessibility plan 2019-2022



Inspiring Learners for Life.

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

We are an inclusive school. We respect one another and strive for independence and towards good communication.

The plan will be made available online on the school website, and paper copies are available upon request.

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan, including specialist teachers, the Educational psychologist team, Speech and language development team, Children's services, Family solutions, EHWMS, and others

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

2. Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) Code of Practice](#), 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This document will be reviewed in 2022.

Hatfield Peverel Infant School 2019-2022

Accessibility Plan

Aspect	Objective	Actions	Area	Lead	Timescale
PHYSICAL ENVIRONMENT	<ul style="list-style-type: none"> To provide time and space for sensory breaks.. 	<ul style="list-style-type: none"> Annual service the sensory area in the resource room. Promote use across the school. Improve provision for groups or SEND children to work in a quiet zone. Additional spaces in classrooms. Use of the outdoor area and playground 	Resource Room	SENCO	Annual
	<ul style="list-style-type: none"> To consider the needs of visual and hearing impairment. 	<ul style="list-style-type: none"> Review lighting, signage, acoustics and floor coverings as future need dictates. Increase print size for key documents /make available in large print Consider signage around the school and grounds. 	Whole site	MG/SENCO/JH	As required / funding available
	<ul style="list-style-type: none"> All class areas to be able to accommodate wheelchair/frame uses and those with physical needs. 	<ul style="list-style-type: none"> Keep access corridors, doorways and floor space clear from furniture and equipment. 	Main building	All staff	As required
	<ul style="list-style-type: none"> Consider provision for children who may need to have intimate care 	<ul style="list-style-type: none"> Look at premises where there may be potential space Talk to the nursery about using the space they have. 	Main building	HT/ BM	
	<ul style="list-style-type: none"> Consider a disabled parking space 	<ul style="list-style-type: none"> Discuss where this could be with the junior school. 	Car park	HT	
	Inclusion at lunchtime	Ensure a space and appropriate furniture for new child To be able to sit with other children in the hall.	Hall		
CURRICULUM	<ul style="list-style-type: none"> Class furniture to be accessible for wheelchair users. 	<ul style="list-style-type: none"> Audit furniture height and accessibility to suit specific pupil needs as necessary. Height adjustable if possible. Currently in reception classes only 	Class areas & lunch hall	SENCO	As required
	<ul style="list-style-type: none"> Access to laptops or PCs in own class area to aid recording of written work. 	<ul style="list-style-type: none"> All classes to have a minimum of 2 PCs and one laptop. Involvement of specialist teacher advice as necessary. Child-friendly coloured keyboards. 	Class areas	SENCO/ICT Leader	As required Completed and checked
	<ul style="list-style-type: none"> Access to class work when pupils unable to attend due to medical needs. 	<ul style="list-style-type: none"> Provision of additional homework or activities as needed/requested by families. Part time education flexibly negotiated as needed for individual pupils. 	Individual pupils off site	SENCO / Headteacher	As required

<ul style="list-style-type: none"> Access to alternative resources to support physical need. 	<ul style="list-style-type: none"> Assess individual pupil need with advice from specialist teachers and occupational therapists. Research best practice. Purchase smaller items and resources to ensure inclusion across the curriculum e.g. writing slope, finger grips, coloured paper, and enlarged print. Negotiate other items through SEN budget. New resources for younger age group. 	Individual pupil use: class based	SENCO	As required
<ul style="list-style-type: none"> Access to all off site educational visits. 	<ul style="list-style-type: none"> Assess all off site provision and organise accessible visits. Additional adult places funded by the school for physical and medical needs pupils Liaise with parents to accompany us on local walks 	Visit sites/transport	SENCO / Class teachers / EVC	As required
<ul style="list-style-type: none"> Improve the outcomes and participation of children with social, emotional and mental health needs. 	<ul style="list-style-type: none"> Ensure this is on SDP and PSHE plans so all stakeholders are invested. Introduce support through Zones of Regulation scheme across the school. Research and invest in alternative and extra provision for children with these needs. PSHE needs assessed and provided for after closures 	Whole school	HT/SENDCo	
<ul style="list-style-type: none"> Differentiated teaching plans and activities to suit individual pupil needs; deployment of LSA support and training needs of staff met. 	<ul style="list-style-type: none"> Organise and include appropriate individualised work e.g. sensory breaks, movement breaks or physio. Use of integrated work e.g. differentiated to ensure access and parallel work e.g. in PE, as appropriate. Seek advice from professionals as necessary. Provide up to date training for all staff on ASD and ADHD and safeguarding. Training for staff on basic Makaton and more specifically for new member of staff Employ Sp and L LSA to replace AH 	For individual pupils including hall, resource area, ICT suite.	SENCO / Class teachers	As required
<ul style="list-style-type: none"> Enable better curriculum access for individuals with SEND 	<ul style="list-style-type: none"> Use of specialist advice from the Witham collaborative group funded speech and language therapist. Screening children falling below NHS thresholds and advice for paperwork or individual programmes sought. Use of specialist advice from the Witham collaborative group funded Education Psychologist. Professional advice and reports aiding access to the curriculum for selected pupils. 	Individual pupils Class teachers SENCO	SENCO	Half termly support Booked for 17/18

		<ul style="list-style-type: none"> Hold one plan meetings Tailor activities to EHCP Attend working groups with WC for disadvantaged children, ICT and curriculum Access disadvantaged children training. 			
	<ul style="list-style-type: none"> Access to remote learning 	<ul style="list-style-type: none"> Provide tablets and practical resources for children who need it. Ensure welfare calls are made weekly. 			
PROVISION OF INFORMATION	<ul style="list-style-type: none"> School to be able to provide suitable premises and curriculum for relevant disabilities within our capabilities. Improve transition arrangements for children with SEND 	<ul style="list-style-type: none"> Screen pupils on intake for specialist need. Continue good relationships with specialist advisors and agencies. Work in tandem with SENCAN and other agencies to support parents. Research immediate needs and locate provision of resources and training for relevant staff e.g. signing, audio equipment, coloured overlays etc. Consider changes to presentation of worksheets, handouts, timetables, textbooks, letters and test materials as the need arises. Liaison with special schools and specialist teachers for advice and outreach work. Work closely with receiving class teachers in the junior school. Timetable more transition opportunities for these children. Provide opportunities for staff to have discussions with feeder nurseries and junior SENDCo/class teachers Ensure receiving school has all paperwork attached to child's records. Hold meetings with parents to discuss transition. Continue to update information to parents re Covid and ensure parents are able to read it or can be given information verbally 	For individual pupils as necessary	SENCO and Class teachers	As required
			Class teachers		
			SENCAN		

Key:



Added Jan 2022



Practice in place but more work needed.



Achieved or ongoing practice