



ACCESSIBILITY PLAN

Purpose of the Plan: The purpose of this plan is to show how Holt Farm Infant School intends, over time, to increase the accessibility of our school for pupils with disabilities, as well as our staff and families.

Introduction: As a school we are committed to adhering to the Equality Act 2010 and providing a fully accessible environment which values and includes all pupils, staff, parents and visitors, regardless of their educational, physical, sensory, social, spiritual and cultural needs. 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'. 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.

Our vision and values At Holt Farm Infant School we believe that everyone is entitled to an education. It is important to remove any barriers that prevent adults and children from fully accessing all areas of the school and school life. We strive to be an inclusive school which recognises, celebrates and plans for diversity.

This means that equality of opportunity must be a reality for our children:

- girls and boys
- minority ethnic and faith groups
- children with English as an additional language
- children with special educational needs or a disability
- gifted and talented children
- children who are vulnerable

Information from pupil data and school audit

We have taught, and are expecting a whole range of children of all backgrounds, needs and abilities including:

- Asthma
- Eczema

- ASD
- ADHD
- Allergies
- Hyper-mobility and mobility issues, including wheelchair users and those requiring additional equipment, eg hoists, standing frame and walker.
- Diabetes
- Vision/hearing impairments
- Delayed toilet training
- Other medical needs including epilepsy, PEG/gastrostomy care

When our children join us in Reception, the SENCo and EYFS lead teacher meet with and collect information from Early Years settings and parents, so that we are prepared for when they arrive in school. The SENCo and parents will create a medical care plan together where this is required, taking advice from the school nursing team, or other specialists, where necessary. We regularly liaise with parents, external agencies and professionals to ensure we are providing the right ongoing care for each child's needs.

All staff are aware of those children with asthma, and inhalers are kept in medical bags on a shelf in the classroom. When catering for pupils with Type 1 Diabetes; relevant staff have diabetes training so they are able monitor the necessary equipment and keep in close contact with the parents. Some children have allergies or food intolerances/cultural food choices and all medical and dietary information is collated and available to staff in the classrooms and in the kitchen.

When pupils enter our school with specific needs or disabilities, we contact relevant external professionals, eg from the Children's Community Nursing Team, Diabetes/Epilepsy team, Speech and Language therapy, OT, physio or staff from the specialist teaching team at Essex County Council. They support us with further information, assessments and can offer strategies, training and guidance and we work together to ensure each pupil has the support necessary to fully include them in the life of the school. We make sure that:

- The school draws on the expertise of external agencies to provide specialist advice and support.
- The SENCO oversees the needs of pupils with a disability.
- There are high expectations.
- There is appropriate deployment and training of support staff.
- Successful practice is shared within the school.
- Pupils with SEND have access to extra-curricular activities.

Aims

- Increased access to the curriculum for disabled pupils
- Every pupil to achieve their full potential
- Greater involvement of pupils with a disability in the full life of the school (eg clubs, school visits)
- Pupils are consulted and able to express an opinion about their provision through discussion.

Provision for children in the school community

The school provides 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 in England, framework document, July 2014. This states that:

- Teachers should set high expectations for every pupil.
- Lessons should be planned to ensure that there are no barriers to every pupil achieving, and:
- Lessons should be planned to address the potential areas of difficulty and to remove barriers to pupil achievement. By responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessment for individuals and groups of pupils, every pupil should be able to reach their full potential. We may seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments so that all pupils receive an exciting, challenging and personalised curriculum. The access needs of any prospective pupil with a diagnosed or undiagnosed, but suspected disability is gathered in early communications with parents and carers of children who are new to school by the SENCO. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided

Guidelines

The accessibility plan includes improved provision by improving the physical environment, increasing access to the curriculum and improving the provision of information for everyone involved in school life. At present, Holt Farm Infant School achieves this in the following ways:

Improving the physical environment

The school's commitment to an inclusive approach means that the needs of all individuals - pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual and cultural needs, will be addressed as they arise and all reasonable steps taken to meet them.

- All areas are fully accessible
- Ramps for access
- Blinds to reduce very bright light
- Visual timetables displayed as appropriate
- Disabled toilet in the main entrance area which also houses an adjustable changing bed, toilet step and toilet frame.
- Doors into lobbies/other areas are closed as much as possible to reduce excess noise.
- Correct height chairs for pupils and staff.
- Specific risk assessments and personal emergency evacuation plans are written for pupils requiring use of specific equipment eg wheelchair, walker/standing frame/hoists.

Increasing access to the curriculum

- The school has a strong ethos towards inclusion
- Staff regularly review the curriculum to ensure it can be accessed by all students
- The school's extra curriculum activities are planned to include a range of activities which allow pupils to perform equally
- Trips are planned to ensure all pupils are included and can achieve the learning objectives
- The curriculum and lesson planning considers the specific needs of pupils
- Communication with outside agencies
- Social program for pupils needing support with communication

- SENCo/Headteacher to review the needs of children and arrange training and CPD for teachers, e.g., Tier 1 Autism training, Bucket Time, Musical Communication, Precision Monitoring, 5 Minute Box, hoist training, PEG training, epilepsy care.
- Interactive whiteboards for ICT and in each classroom.
- Obtaining appropriate learning resources, e.g. pencil grips, wobble cushion, fiddle toys, dark-lined books for pupils with vision impairments.
- Use of visual timetables/First/Then boards where appropriate.
- Medical and personal care plans to support children with additional needs in class.

Improving the provision of information

- The accessibility plan is available on the parents' notice board, the school website and on request, in alternative formats if required.
- The plan reflects the wishes of pupils through the pupils' School Council.
- Providing suitable labelling throughout the school

Targets

Physical/building

- To ensure that, where possible, the school buildings and grounds are accessible for all children and adults and continue to improve access to the school's physical environment for all through an audit of accessibility by Governors.
- Use appropriate furniture/equipment/hoists where needed for individual cases
- Children with specific needs to have their cloakroom peg at the entrance to the cloakroom to minimise incidents.
- Quiet areas provided in all classrooms to allow children to remove themselves from their peers if necessary
- To provide suitable labelling throughout the school to meet the needs of particular children in school.

Equality and Inclusion

- To ensure that reviewing the Accessibility Plan becomes an annual item for Governing body meetings.

-To improve staff awareness of disability issues by reviewing staff training needs and providing training for members of the school community as appropriate.

-To ensure that all policies consider the implications of disability access. This should be considered when each policy is reviewed.

-To ensure that parents who are unable to attend school because of a disability, can access parents' evening e.g. by phone, email, remote video conferencing or sending home written information.

Curriculum

- Training for teachers to enable them to meet the needs of children with a range of SEN, where appropriate
- Use of specific ICT equipment and learning resources where appropriate to promote participation in learning by all pupils, e.g. pencil grips, headphones, writing slopes, dark-lined books/pencils, magnifying equipment etc.
- SENCo to liaise with and seek advice from the SENCo Cluster, EP, Specialist Teaching Team and Inclusion Partners on specific Special Educational Needs and Disabilities.
- To meet the needs of individuals during statutory phonics/end of KS1 tests.