

Hartford Infant and Pre School



Accessibility Policy November 2021

Lead person: Mrs Vicky McGregor
Adopted by Governors: Autumn 2021
Reviewed: Every 3 years

Background Information and the Law

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

- maximise 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.

According to the Equality Act of 2010 a person has a disability if:

- they have a physical or mental impairment and
- the impairment has a substantial and long-term adverse effect on their ability to carry out normal day to day activities.

The Equalities Act 2010, outlaws discrimination by schools and the Local Authority against either current or prospective students in their access to education.

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.

Our Mission Statement

At Hartford Infant and Pre School we provide high standards of teaching and learning in an environment where each child is valued as an individual and encouraged to achieve their potential. We are committed to inclusion and want every child to be fully involved in all aspects of school life. We have high aspirations for all our children and want them to be independent, engaged learners who have high self-esteem. This is particularly important for our children with SEND. Staff work with determination, diligence, and compassion to ensure children's needs are catered for in all areas of school life and reasonable adjustments are made to provision. Our aim is to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Our Vision

At Hartford Infant and Pre School we will bring out the best in everyone by becoming a community of active learners and creative thinkers, with the highest aspirations for ourselves and others. This vision is supported through our curriculum which can be made bespoke to meet individual needs.

At Hartford Infant and Pre School we will:

- take all reasonable steps to ensure lessons, trips, experiences, and activities are available to all pupils irrespective of any physical or mental disability;
- ensure all staff are trained and supported to meet the needs of our children on roll;
- monitor progress and attainment of any child with a disability and put in place actions to bridge any gaps;
- review our curriculum content to ensure any issues linked to disability or accessibility are addressed.

This plan is 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.

The Cam Academy Trust and local governing body are responsible for ensuring systems are in place to support disabled students, staff and visitors to the school so that they are not disadvantaged.

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

We have included a range of stakeholders in the development of this accessibility plan, including parents of children with SEND, staff and Governors.

This policy complies with our funding agreement and articles of association.

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current Good Practice	Objectives	Actions to be taken	Person responsible	Date to be completed	Success Criteria
<p>Increase access to the curriculum for pupils with a disability</p>	<p>Teachers and Teaching Assistants have the necessary training to teach and support disabled pupils. This training remains under regular review and if a new pupil joins training and support is swiftly identified.</p> <p>We offer a differentiated curriculum for all pupils.</p> <p>Policy reviews consider the needs of disabled pupils</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Where appropriate advice is taken from outside agencies for example the Occupational Therapy Team</p> <p>Classrooms are arranged to encourage independence and participation</p> <p>Appropriate activities are designed to consider children with disabilities so they can be included and take part in school events for example sports day, school performances.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability</p>	<p>Long Term Remove barriers to learning through the creation of a safe space where targeted, trackable, bespoke support can be provided. This support will also include therapeutic work.</p> <p>Increase access to the curriculum for those children who have a sensory impairment which impacts upon their engagement.</p> <p>Provide appropriate withdrawal spaces and sensory resources.</p> <p>Short Term Review the curriculum and school provision each term to ensure it meets the needs of all learners.</p>	<p>Redevelop the “Rainbow Room”. Remove the wall to make the space more accessible.</p> <p>Create a “homely” nurturing environment conducive to the development of pastoral support and therapeutic intervention.</p> <p>Create and develop withdrawal spaces.</p> <p>Purchase additional sensory resources e.g. weighted blankets, bubble tubes Identify staff to receive personalised training and mentoring. This will be recorded in the school’s training log.</p> <p>Parents of children with additional needs (SEND and Medical) meet with staff on a termly basis to review provision.</p> <p>Parents of children receiving therapeutic support review with the practitioner on a termly basis (Mrs. McGregor, Anna from the Acorn Project, Beth from Inclusion Support, the School Nurse team)</p> <p>Subject Leaders review provision to ensure it is suitable for all learners.</p>	<p>Mrs. McGregor will delegate as applicable to staff across the school</p>	<p>December 2021</p>	<p>Identified children are more engaged learners who make at least expected academic progress from their individual starting points.</p> <p>Termly BOXALL/SDQ analysis documents progress.</p> <p>Parental/Carer/ pupils voice demonstrates impact of the provision.</p> <p>Sensory needs are met meaning children are more able to hold attention and engage with the curriculum (as evidence through interventions and against personal targets).</p> <p>Medical needs are met, appropriate protocols are in place, linked to medical reports and clearly documented.</p> <p>Differentiation of the curriculum is evident on planning and</p>

	<p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils</p> <p>Learning walks take place to monitor provision.</p> <p>Annual EYFS environment risk assessment updated to support provision.</p> <p>The SEN Governor Mr. Vaughan Clark joins school staff to discuss outcomes and next steps</p> <p>Individual Risk assessments and meetings with parents take place to ensure inclusion in trips, extra-curricular clubs and opportunities whilst meeting individual needs.</p> <p>Specialist equipment is effectively used following the guidance from the specialist team e.g. OT physio and provision is reviewed regularly</p> <p>Environment layout is consistent throughout school [see environment checklist] with baskets, clear boxes to see items, shelves and labeling in classrooms are the same e.g. phonic station has familiar items and layout.</p> <p>Enable tables with ear defenders and pencil grips etc. mean children can independently gather resources to support their needs.</p>		<p>Progress is tracked and monitored through learning walks.</p>			<p>through SLT monitoring and Subject Leader Learning Walks,</p> <p>Risk assessments are well written with clearly defined steps agreed by all stakeholders.</p> <p>Ongoing pupil reviews reference the needs of disabled pupils and provision in place to address these needs.</p>
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<p>Improve and maintain access to the physical environment</p>	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <p>Ramps</p> <p>Disabled parking bays</p> <p>The hygiene room is fully equipped to support disabled pupils.</p> <p>Nappies are disposed of into a clearly identified bin and external specialist contractors empty this regularly.</p> <p>Intimate Care Plans are used and developed in partnership with Parents/Carers and medical professionals.</p> <p>Staff wear gloves and PPE. They use exemplary hygiene measures and support children as role models</p> <p>Library shelves at wheelchair-accessible height</p> <p>Classroom and environments are optimally organized to meet the needs of any identified pupils.</p> <p>Doors to class 4 and Class 5 widened for wheelchair access</p>	<p>Create a successful Pre School which supports and encourages current needs and prepares children for their next stage in education.</p> <p>Ensure the school remains accessible to all.</p>	<p>Redevelop the Pre School Environment</p> <p>Fit new flooring and more appropriate toilets.</p> <p>Open the kitchen area to allow for increased viability</p> <p>Redesign the outside space to make it safe and accessible to all learners.</p> <p>Carry out an access audit at least every year to ensure access for all.</p> <p>Forest School access-checked regularly and any issues reported back by staff to the Forest School Led</p>	<p>Mrs Lee/ Mrs.Childerley</p>	<p>Autumn 2021</p>	<p>Disabled pupils and parents can access the school site entrance and carpark.</p> <p>Disabled parents can use the school and its facilities successfully.</p> <p>Pre School admissions policy quotas are reached, and children are safe and supported</p>
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<p>Improve the delivery of information to pupils with a disability</p>	<p>We use a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Internal signage • Large print resources • Pictorial or symbolic representations • Coloured paper or overlays • Makaton • Widget – visual symbols <p>Trust Conditions Survey to RAG rate areas of concern and in need of improvement</p>	<p>Long Term Individual needs are met. Provision is adapted and clearly defined as a child's needs change.</p> <p>Short Term Parents and staff communicate effectively. Professional guidance is followed. Provision is reviewed on a termly basis (or after any medical review)</p>	<p>Each term staff meet with Parents/Carers. Pupil voice will be used to check the appropriateness of provision.</p> <p>External advice will be followed following any medical or SEN support from an outside agency, provision and plans will be updated.</p> <p>Review the information presented on the school website and reflect upon the accessibility. Make adaptations as needed.</p> <p>Collect pupil voice and Parental/professional voice to review and adapt practice.</p>	<p>Mrs. McGregor</p> <p>Mrs. McGregor, Class Teachers, TAS</p> <p>Mrs. Beecher, Mrs. McGregor, Mrs. Lee</p> <p>Mrs. McGregor</p>	<p>Termly</p> <p>On receipt of new advice</p> <p>November 2021</p> <p>December 21</p>	<p>Parents survey's and voice demonstrates that they feel involved in the creation for their child's provision and support.</p> <p>Pupil voice articulates what is in place to support their needs.</p> <p>Professionals involved in the care and support of children ratify the school's provision and talk positively about the impact this makes to outcomes.</p> <p>Children confidently communicate in the manner which is most appropriate to them. Progress is evident over time All members of the school community value and accept difference. Members of the school community have good self-esteem and feel valued and include. Children. Parents, Carers and Visitors can read written information, signs and access the website for more information.</p>
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4. Monitoring arrangements

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility action plan, the LA and CAM Academy Trust must have regard to the need to allocate adequate resources in the implementation of this action plan.

The CAM Academy Trust and local governing body also recognises its responsibilities towards employees with disabilities and will:

- monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- provide appropriate support and provision for employees with disabilities to ensure that they
- carry out their work effectively without barriers.
- undertake reasonable adjustments to enable staff to access the workplace.

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary or if the school is refurbished

Approved by the Governing Body on _____

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk Assessment Policy
- Health and Safety Policy
- Equality information and Objectives (public sector equality duty) statement for publication Children and Staff equality policy
- Medical Needs Policy
- Special Educational Needs (SEN) information report
- Supporting pupils with medical conditions policy
- Behaviour Policy
- Safeguarding Policy
- Curriculum Policy
- Teaching and Learning Policy