

Hassocks Infant School

Accessibility Plan



★ Explore ★ Respect ★ Flourish

Date policy agreed:	October 2018
Date policy to be reviewed:	Annually - October 2023
Responsibility:	Headteacher

Ethos and Values – The Aims of Our School

Hassocks Infant School aims to promote the individual development of the whole child and to ensure that each child has the opportunity to develop personally, intellectually, physically and creatively. We understand that the whole child and all aspects of development are integrated and of equal importance. We aim to encourage the children to have lively and enquiring minds to develop an application to tasks in order to learn the essential skills and competencies that will assure growth in the present and prepare for their future. We acknowledge that when they join the school the children bring with them their own experiences, knowledge and developing skills on which to build. The children are encouraged from their earliest days in school to be independent, confident, self-motivated, and self-disciplined and to attain a positive attitude towards themselves, others and their immediate environment.

We aim to:

- Encourage the children to become purposeful, reflective, independent learners.
- Provide a variety of real, relevant, stimulating experiences that promote high levels of pupil involvement in their learning.
- Meet the requirements of the National Curriculum and Early Learning Goals.
- Provide a holistic approach, encompassing the social and emotional, moral and spiritual and physical as well as intellectual areas of development.
- Meet the children's individual needs and ensure equal opportunities for all.
- Provide a well-resourced, stimulating and attractive learning environment.
- Use the school, its grounds and the locality as a rich learning resource.
- Encourage all children to aim for high standards of achievement in the quality and presentation of their work.
- Provide a caring environment in which all children are able to seek reassurance from the adults.
- Ensure the children develop self-control and self-discipline and learn to share, take turns and collaborate.
- Enable the children to recognise right from wrong, to develop respect for one another and to foster their sympathy and empathy for others.
- Encourage the children's self-help skills and awareness of their own personal safety.
- Work closely with parents in order to build effective partnerships with them in a range of aspects within the life of the school.
- Provide a programme of staff development that contributes to the continual development of teaching and children's learning in our school.
- To develop the target setting process to contribute to the maintenance and improvement of standards and pupil achievement.

Introduction

This plan is compliant with current legislation as specified in Schedule 10 of the Equality Act 2010, relating to Disability, and the scheme shows how the school is meeting its general duty to promote disability equality across all its areas of responsibility.

Definition of Disability

"A disabled person is someone who has a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities."

The Equality Act, 2010

Objectives

- To increase the extent to which disabled persons (as broadly defined by the DDA) can access and participate in the School's curriculum.
- To improve the School's physical environment so that disabled persons can take advantage of the education and associated activities offered.
- To endeavour to ensure that disabled persons have access to School communications.

Principles

1. Compliance with the DDA is consistent with Hassocks Infant School's aims and Governors and Staff will have regard for its aims and above objectives when carrying out their duties.
2. We will endeavour to not treat disabled persons less favourably; and take reasonable steps to avoid putting disabled persons at a substantial disadvantage because of their disability.
3. Reflect the anticipated and actual needs of our community in its broadest definition and the needs will be ascertained through discussion with the School's SENCo.
4. We recognise that disabled individuals, parents of disabled pupils and voluntary organisations working with the disabled will have knowledge and experience that can help inform our actions.
5. We will continue to seek the advice of LA services, such as specialist teacher advisors and SEND inspectors/advisors, and of appropriate health professionals.
6. We will review and amend the Accessibility Plan annually and The Disability Equality policy will be reviewed bi-annually.

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.				
Targets	Strategies/Action	Completion	Responsibility	Success criteria
To identify pupils who may need additional to or different from provision	To meet with parents/external agencies To use relevant reports to inform understanding and provision	Ongoing	HT SENCo Class teacher	Procedures/equipment/ideas set in place
To review all statutory policies to ensure that they reflect inclusive practice and procedure	To comply with the Equality Act 2010	Ongoing	HT SENCo Governors	
To establish close liaison with parents	To ensure collaboration and sharing between school and families e.g. Open door policy Two parents evenings per year and in addition meet with SEND parents each term	Ongoing throughout 2022/23.	HT DH SENCo Class teachers	Clear collaborative working approach
To establish and maintain close liaison with outside agencies for pupils with on-going SEND	To ensure collaboration between all key personnel	Ongoing	HT DH SENCo Outside agencies	Clear collaborative working approach
To ensure full access to the curriculum for all children.	<ul style="list-style-type: none"> • CPD for staff • A differentiated curriculum • Use of P levels to develop learning opportunities for children and also to assess progress • Reasonable adjustments made using advice from external agencies and reports e.g. EHCP 	Ongoing	HT SENCo Teachers External agencies	Advice taken and strategies evident in classroom practice. See CPD plan and record
To improve staff knowledge and understanding of children's disabilities	<ul style="list-style-type: none"> • Training opportunities identified (children's needs, staff questionnaire) • Training given (by SENCo, specialists/external agencies) 		HT SENCo All teaching staff Specialists/external agencies	
To monitor progress of all children	<ul style="list-style-type: none"> • Termly assessment of all children • Half termly assessment for Pupil premium and SEND • SEND surgeries with SENCo and teacher 	Termly – all children Half termly – Pupil Premium and children with SEND	HT and DH SLT SENCo Class teachers	All children making progress Progress made towards ILP targets

	<ul style="list-style-type: none"> • Scrutiny of assessment and system – SLT • Regular liaison with parents 			<p>Provision mapping shows clear steps and progress made</p> <p>Next steps identified for all children (e.g. Intervention programmes as necessary)</p>
To monitor attainment of more able children	<ul style="list-style-type: none"> • Policy and More able list to be updated • More able children to be identified • Activities put in place • Tracking monitored 	March 2023	HT/DH Class teachers	More able children making proportionate progress. Achieving above average results
<p>To promote the involvement of disabled students in classroom discussions/activities</p> <p>To take account of a variety of learning styles when teaching</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate)</p> <ul style="list-style-type: none"> • Wheelchair access • Provision for disabilities as advised • Relevant training for relevant staff • Giving alternatives to enable disabled pupils to participate successfully in lessons 	Ongoing	Whole school approach HT SENCo	<p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms.</p> <p>Ensuring that the needs of all disabled pupils, parents and staff are represented within the school</p>
To evaluate and review the above short and long term targets annually	See above	Annually	SLT SENCo Governors	All children making good progress
To deliver findings to the Governing Body	Finance and Premises and Curriculum Governors meetings	Annually Termly SEND Governor / SENCo meetings	SENCo SMT/SEN Governor	Governors fully informed about SEND provision and progress

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.				
Targets	Strategies/Action	Completion	Responsibility	Success criteria
Improve physical environment of school environment	The school will take account the needs of children, staff and visitors with SEND when planning and undertaking future improvements and refurbishments of the site and premises	Ongoing	SLT	Enabling needs to be met where possible.
Ensure visually stimulating environment for all children	Colourful, lively displays in classrooms and inviting role play areas.	Ongoing	Teaching and non-teaching staff	Lively and inviting environment maintained.
Ensuring all children with a SEND are able to be involved.	<ul style="list-style-type: none"> Where necessary create access plans for individual disabled children as part of ILP process Undertake confidential survey of staff and governors to ascertain access needs and make sure they are met in the school and meetings etc. Include questions in the confidential pupil information questionnaire about parents/carers' access needs and ensure they are met in all events. 	With immediate effect, to be constantly reviewed	Teaching and non-teaching staff	Enabling needs to be met where possible.
To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	With immediate effect to be constantly reviewed	HT/DH External Agencies	
Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> Utilise disabled parking spaces for disabled to drop off & collect children offer support to explain letters home for parents who need this maintain a more proactive approach to identifying the access requirements of disabled parents arrange interpreters from the RNID to communicate with deaf parents 	With immediate effect to be constantly reviewed	Whole school team With immediate effect to be constantly reviewed	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education
To improve community links	<ul style="list-style-type: none"> SENCo to attend locality meetings and Woodland's Mead Alliance meetings SENCo to develop relationships with other experienced SENCos 	Ongoing	SENCo	Improved awareness of disabilities Successful network of support developed

To continue to develop outside environment.		Ongoing	Whole school approach	Inclusive child-friendly play areas.
To ensure driveways, roads and paths around school are as safe as possible	Communication with parents via safety messages /letters/walk to school week Safety talk Assembly / Road Safety magic show Monitor conditions of ramps, step access, surfaces	Ongoing	HT/DH PSHE Co-ordinator	Safe environment for all - No accidents

Aim 3: To improve the delivery of information to disabled children and parents.				
Targets	Strategies/Action	Completion	Responsibility	Success criteria
To ensure all children with SEND have access to the curriculum	Regular parental communication (Open door policy, Annual Reviews, Parent Evenings, ILP meetings) Individualised teaching strategies as advised by reports and external agencies	Ongoing	All staff to be aware	All children able to access curriculum
To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> • Providing resources as guided by Sensory Support • Auditing the school library to ensure the availability of large font and easy read texts will improve access. • Auditing signage around the school to ensure that is accessible to all is a valuable exercise. 	Ongoing	SENCo Sensory Support	All children aided by better written communication
To review children's records ensuring school's awareness of any disabilities	<ul style="list-style-type: none"> • Information collected about new children • Records passed up to each class teacher • End of year class teacher meetings • Annual reviews • ILP meetings • Medical forms updated annually for all children • Personal health plans • Significant health problems –children's photos displayed on staffroom notice board / info kept in separate file in first aid room 	When children begin school and then Annually	SENCo Class teachers Outside agencies Designated first aider	Each teacher/staff member aware of disabilities of children in their classes
In school record system to be reviewed and improved where necessary. (Records on Sims/ network/ protected)	Record keeping system to be reviewed.	Continual review and improvement	Assessment Co-ordinator/SMT	Effective communication of information about disabilities throughout school.