

Hassocks Infant School

Accessibility Plan 2025-2028



★ Explore ★ Respect ★ Flourish

Date policy agreed:	April 2025
Date policy to be reviewed:	April 2028
Responsibility:	SENCo

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

The effect must be substantial, long term and adverse. The Equality Act definition of disability covers physical disabilities, sensory and other mental impairments and learning disabilities.

Objectives

- To increase the extent to which disabled persons can access and participate in the school's curriculum. These are the duties detailed under the Disability Discrimination Act (DDA), which have been replicated in the Equality Act 2010. This Accessibility Plan is a statutory duty and sets out the proposals of the Governing Body of the school to proactively improve the equality of opportunity for those within its school community who have a disability. The duty is to anticipate and plan for their future needs. In accordance with the Act, the plan focuses on three key areas:
- 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, Educational Psychologists and SEND inspectors/advisors, and of appropriate health professionals.
6. We will review and amend the Accessibility Plan every three years.

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/ strategies 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	Reviewed policies reviewed by Governors and uploaded to school website.
To establish close liaison with parents	<ul style="list-style-type: none"> To ensure collaboration and sharing between school and families Two parents evenings per year and in addition meet with SEND parents each term (ISP meetings) Co-production of ISPs when necessary Continuation of half-termly SEND parent coffee mornings (Chance to Chat) 	Ongoing.	HT DH SENCo Class teachers	Clear collaborative working approach Co-produced ISPs SEND Parent Involvement Policy uploaded to school website Delivery of schedule of SEND parent coffee mornings
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 Reports shared with parents and uploaded to CPOMS.
To ensure full access to the curriculum for all children.	<ul style="list-style-type: none"> CPD for staff An adapted curriculum where needed Use of Cherry Garden assessment tool (EYFS) and pre-Key Stage levels (KS1) to develop learning opportunities for children and also to assess progress Reasonable adjustments made using OAIP document and advice from external agencies and reports e.g. EHCP 	Ongoing	HT SENCo Teachers External agencies	Advice taken and strategies evident in classroom practice. ISP in place where necessary. EHCP targets updated annually.
To improve staff knowledge and understanding of children's disabilities	<ul style="list-style-type: none"> Training opportunities identified (children's needs, staff questionnaire), especially new staff. Training given (by SENCo, specialists/external agencies) Maintaining of Autism Awareness Award 	Ongoing	HT SENCo All teaching staff Specialists/external agencies	Log of training completed kept in school office.

	<ul style="list-style-type: none"> Ensure school resources include and promote positive disabled role models 	Immediate action required to ensure school displays promote positive disabled role models (this is already being partially achieved through quality texts).	SENCo	<p>The school currently holds the Autism Awareness Award at gold standard 2024-2027. The goal is for re-accreditation of AA Award in 2027 at gold standard.</p> <p>Displays in school promote positive disabled role models.</p>
To ensure that resources are used to increase access to the curriculum for disabled pupils.	<ul style="list-style-type: none"> Enhanced provision is used when appropriate. Strategic deployment of TAs. Appropriate training provided eg. CCTV for visually impaired children, Radio Aid for hearing impaired children. Resources purchased as and when needed (e.g. coloured overlays, sloping boards, wobble cushions, special cutlery). Ensure equipment is working and seek support and advice if needed. 	Ongoing	HT SENCo Class teachers	Disabled pupils have increased access to the curriculum; resources observed to be in use.
To improve the quality of provision for children with specific needs.	<ul style="list-style-type: none"> Ensure there are less-stimulating spaces where children who experience over stimulation can go which are appropriate to their needs. Continue to develop and enhance sensory spaces e.g current medical room 	Ongoing	SENCo	The school experience for children with specific needs will be enhanced due to further periods of regulation.
To monitor progress of all children	<ul style="list-style-type: none"> Termly assessment of all children Half termly assessment for SEND pupils SEND surgeries with SENCo and teacher Scrutiny of assessment and system – SLT Regular liaison with parents 	Termly – all children Half termly – children with SEND	HT and DH SLT SENCo Class teachers	All children making progress from their starting point Progress made towards ISP targets

				Next steps identified for all children (e.g. Intervention programmes as necessary)
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 	Ongoing	HT/DH Class teachers	More able children making proportionate progress. Achieving above average results
To promote the involvement of disabled students in classroom discussions/activities To take account of a variety of learning styles when teaching	<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 • Adjustments to enable disabled pupils to participate successfully in lessons 	Ongoing	Whole school approach HT SENCo	Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school
To evaluate and review the above short and long term targets	See above	Three yearly	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, whilst taking into account sensory needs	Sensory aware displays in classrooms and inviting role play areas.	Ongoing	Teaching and non-teaching staff	Sensory aware 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 ISP 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. • Maintain access to after school clubs for SEND children e.g. Hedgy Stay and Play, Lego Club 	With immediate effect	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.	<ul style="list-style-type: none"> • To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed. • To write an Individual Health Care Plan 	To be constantly reviewed	HT/DH External Agencies	<ul style="list-style-type: none"> • IHCP in place, signed by parents.
Ensuring disabled parents have every opportunity to be involved	<ul style="list-style-type: none"> • Offer support to explain letters home for parents who need this • Maintain a proactive approach to identifying the access requirements of disabled parents • Arrange interpreters from the RNID to communicate with deaf parents 	Ongoing	Whole school team	Ensuring 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 continue to attend locality meetings and Meeds SEND Alliance Inclusion Leader meetings • SENCo and EYFS Leader to continue to attend Early Years Hub meetings with local nurseries. • SENCo to continue to represent mainstream schools on Meeds SEND Alliance steering group. • SENCo to continue develop relationships with other experienced SENCos e.g. OAIP Working Party 	Ongoing	SENCo / EYFS Leader	Improved awareness of disabilities Successful network of support developed
To continue to develop outside environment.	<ul style="list-style-type: none"> • Development of playgrounds 	Ongoing	Whole school approach	Inclusive child-friendly play areas.
To ensure driveways, roads and paths around school are as safe as possible	<ul style="list-style-type: none"> • Communication with parents via safety messages /letters/walk to school week • Delivery of safety talk assembly / road safety in PSHE curriculum, Safety Club for identified vulnerable pupils. • Monitor conditions of ramps, step access, surfaces including liaison with Habilitation and Mobility Officer: Sensory Support Team when necessary 	Ongoing	HT/DH PSHE Co-ordinator Premises Officer	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	<ul style="list-style-type: none"> Regular parental communication (Open door policy, Annual Reviews, Parents Evenings, ISP meetings, SEND parent coffee mornings) 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. Use of alternative means of communication for pupils e.g Widgit, Aided Language Boards, visual timetables, photo boards. 	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 - ISP document, One Page Profiles, EHCPs, individual assessments e.g. Key Milestone Documents End of year class teacher meetings Annual reviews ISP meetings (co-production) Medical forms updated annually for all children (IHCP and class summary sheets) 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 Supply teachers have read One Page Profiles for identified pupils
In school record system to be reviewed and improved where necessary.	Record keeping system to be reviewed and kept up to date. SEND Register to be archived half termly for future reference.	Continual review and improvement	Assessment Co-ordinator/SLT School Office SENCo	Effective communication of information about disabilities throughout school.

(Records on CPOMS/ Bromcom/ network are protected)				
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