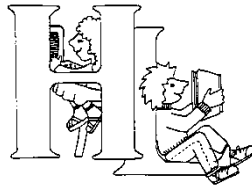


# Hetts Lane Infant and Nursery School

## Accessibility Plan 2021-2024



**Happy Learning**

Working Together to Be The Best We Can Be

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## 1. Vision Statement:

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that “schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation”.

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

(a) He or she has a physical or mental impairment, and

(b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

The Accessibility Plan is listed as a statutory document of the Department for Education’s guidance on statutory policies for schools. The Plan must be reviewed every three years and approved by the governing body. The review process can be delegated to a committee of the governing body, an individual or the head teacher. At Hetts lane Infant and Nursery School, we are committed to working together to provide an inspirational and exciting learning environment where all children can develop an enthusiasm for life-long learning. We believe that children should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment both locally and globally.

- The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes. The intention is to provide a projected plan for a three year period ahead of the next review date.
- The Accessibility Plan is structured to compliment and support the school’s Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school’s activity under the Equality Act 2010 (and in particular Schedule 10 regarding accessibility) and will advise upon the compliance with that duty.
- Hetts Lane Infant and Nursery School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.
- The Hetts lane Infant and Nursery School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given time frame and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan contains relevant and timely actions to:
  - Increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of their duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or schools visits- it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable time frame;
  - Improve and maintain access to the physical environment of the school, adding specialist facilities as necessary – this covers improvements to the physical environment of the school and physical aids to access education within a reasonable time frame;
  - Improve the delivery of written information to pupils, staff, parents/carers and visitors with disabilities; examples might include hand-outs, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable time frame.

- The Hetts Lane Infant and Nursery Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.
- This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:
  - Behaviour Policy
  - Equality and Diversity Policy
  - Health & Safety Policy
  - Special Educational Needs Policy
- The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.
- Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.
- The Accessibility Plan will be published on the school website.
- The Accessibility Plan will be monitored through the Full Governing body.
- The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.
- The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

## 2. Aims and objectives

Our Aims are:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils and parents/carers

Our objectives are detailed in the Action Plan (section 5)

## 3 Access Audit

The school is a mainly one level single storey building with wide corridors and several access points from outside. There are 2 sets of 3 steps between the 'old hall' and the hall- in order to get from the old hall to the hall on one level access is through one of the classrooms. There are ramps and handrails to all of the main entrances to the building to allow wheelchair access. The main entrance points all have wide doors fitted. There is a disabled toilet available for adults and there are 2 disabled toilets including 1 with and electric changing bed in main school a disabled toilet in nursery. The school has internal emergency signage and escape routes are clearly marked.

4. Management, Coordination and Implementation — We will consult with experts when new situations regarding pupils with disabilities are experienced. — The governors and senior leadership team will work closely with the Local Authority

## 5 School Accessibility - Action Plan

**Aim 1** To increase the extent to which disabled pupils can participate in the school curriculum. Our key objective is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Targets	Actions	Person(s) responsible	Timescale	Success Criteria
To liaise with nursery providers to review potential intake for each September for FS2. Liaise with parents and SSFS when appropriate for those starting FS1 each term	Identify pupils who may need additional to or different from provision for each September intake	HT EYFS lead/SENCo Office Staff	By September each year  Termly	Procedures/equipment / ideas set in place for each new intake to school or nursery.
To review all statutory policies to ensure that they reflect inclusive practice and procedure	Keep up to date with the current legislation in regard to disability, and equality.	SENCo	On-going	All policies clearly reflect inclusive practice and procedure
To ensure full access to the curriculum for all	CPD for staff Development of an individualised curriculum based on needs as required. Assessment of attainment of progress using appropriate tool (b squared, AET progression tool). Seek and act upon advice from SFSS as required.	SENCO HT SLT	On-going	All children are supported effectively and accessing the curriculum.
To promote the involvement of disabled students in classroom discussions/activities	Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate) • Signs and symbols to aid understanding • Wheelchair access • Giving alternatives to enable disabled pupils to participate successfully in lessons • Creating positive images of disability within the school so that pupils grow into adults who have some understanding of the needs of disabled people.	Whole school	On-going	Ensuring that the needs of all disabled pupils, parents/carers and staff are represented within the school.
To deliver findings to the governing body	Meetings between SENCo and SEN governor Provide report for Governors meetings	SENCo SEN Governor	Termly	Governors fully informed about SEN 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	Actions	Person(s) responsible	Timescale	Success Criteia
To improve and maintain access to school site and buildings.	Conduct risk assessment of paths, ramps and rails. Maintain highlighted paint marking on steps.	Health and Safety team	Annually	Safe and accessible approaches to main buildings. Safe movement around school for visually impaired staff, pupils and visitors.
To ensure all learning areas are accessible for pupils.	Regular review of the layout of classrooms to ensure it meets the needs of the children using the space at the time including hall	SENCo Class Teachers	ongoing	Children are not excluded from learning opportunities because they cannot access around the classroom or equipment
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	SENCo HT	With immediate effect and to be constantly reviewed	Medical needs are being met effectively

Aim 3: To improve the delivery of information to disabled pupils and parents/carers

Targets	Actions	Person(s) responsible	Timescale	Success Criteia
To ensure written material are accessible and meet the needs of the user	Use of symbols/coloured paper/ text / size / visuals / translated resources as appropriate	All staff	ongoing	Pupils have access to written material which meets their needs.
To review documentation on website to check accessibility for parents with English as an additional language/ disability in order to support their child(rens) learning	Review of the website	HT SENCo	ongoing	Parents are able to access information in a way that is suitable for them.