



Accessibility Plan Hazel Wood Infant School

Aims of the Accessibility Plan

This plan outlines how Hazel Wood Infant School aims to improve access to education for pupils with disabilities as required by the planning duties in the Equality Act 2010.

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

This plan aims to:

- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Improve the availability of accessible information to pupils with disabilities.

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 strategy, the LA must have regard to the need to allocate adequate resources in the implementation of this strategy.

The 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 can carry out their work effectively and without barriers.
- Undertake reasonable adjustments to enable staff to access the workplace.

The plan will be resourced, implemented, reviewed and revised in consultation with:

- Pupils' parents.
- The executive Headteacher and other relevant members of staff.
- Governors.
- External partners.

This plan is reviewed every three years to take into account the changing needs of the school and its pupils. The plan is also reviewed where the school has undergone a refurbishment.

The Accessibility Audit

1. The Governing Body and the Executive Headteacher will undertake a regular Accessibility Audit. The latest audit is included in Appendix 2.
2. The audit will cover the following three areas:
 - **Access to the curriculum** - the governing body will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.

- **Access to the physical environment** - the governing body will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
 - **Access to information** - the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.
3. When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:
 - Ambulatory disabilities - this includes pupils who use a wheelchair or mobility aid.
 - Dexterity disabilities - this includes those whose everyday manual handling of objects and fixtures may be impaired.
 - Visual disabilities - this includes those with visual impairments and sensitivities.
 - Auditory disabilities - this includes those with hearing impairments and sensitivities.
 - Comprehension - this includes hidden disabilities, such as autism and dyslexia.
 4. The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.
 5. All actions will be carried out in a reasonable timeframe, and after taking into account pupils' disabilities and the preferences of their parents.
 6. The actions that will be undertaken are detailed in Appendix 1 of this document.

Position: Full Governing Body Chairperson

Date of review: November 2022

Date for review: November 2025

Appendix: 1 Hazel Wood Infant School Accessibility Plan 2022-2025

Action Plan for the Curriculum

TO INCREASE THE EXTENT TO WHICH DISABLED PUPILS CAN PARTICIAPTE IN THE SCHOOL CURRICULUM				
Target	Actions	Responsibility	Success Criteria/ Outcomes	Timescale
To increase the awareness of staff of different types of SEND and the adaptations required to support the learning for identified children in school.	Regular TA training (see training programme) SENDco and Curriculum Leaders to advise on adaptations for SEND children.	SLT	All support staff will feel confident in their knowledge of SEND and make necessary modifications and adaptations for them to access the curriculum in order for children to reach the same end points in learning and make good progress.	July 2023
To ensure a variety of Learning resources are produced for identified pupils to access all curriculum areas.	Under the guidance of the SENDco and outside agencies, all identified children to have the scaffolding for learning in place across the curriculum.	SENDCo, Class teachers	Resources for whole school training made available for use. For example, dyslexia friendly resources	When Appropriate
Ensure all teachers and teaching assistants continue to have a good understanding of the breath of scope of 'barriers to learning'.	Ongoing training, to include: <ul style="list-style-type: none"> ◆ Child protection ◆ Nurturing principles ◆ Speech and language ◆ Specific learning ◆ Social, emotional support 	SLT	Staff can apply their understanding in responding to the needs of children in their own classes and more widely across year groups and the school as a whole.	Ongoing
To continue to improve achievement of SEND children through revised IEP target setting.	SENDco to roll out the new procedures for all teaching staff and their responsibility to ensure tracking of the steps of progress in all curriculum areas.	EHT/HOS SENDco, Year Leaders, Class teachers	Orange folders in classrooms show SEND children practice targets and make accelerated progress and appropriate ratio gains.	July 2023

To ensure all children with a range of disabilities have full and equal access to all educational opportunities.	Recruit and train high quality support staff for identified children when required To provide Emotional support (ELSA) / Home Link when appropriate for identified children and their families.	EHT/HOS	All children who have disabilities are fully included in the life of the school and associated risk assessments are fully in place.	Ongoing
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Plan for the Physical Environment

Target	Actions	Responsibility	Success Criteria/ Outcomes	Timescale
To maintain access to the physical environment of the school, adding specialist facilities/ physical aids as necessary.	Walkway around the school are kept clear of hazards and the site will clearly signpost visitors, children and parents. To complete regular site safety walks.	Caretaker, Headteacher Governor for H&S/SEND	All children and staff will be able to move around outside the building easily and safely.	On going
To continue to maintain disabled toilet access.	To ensure that the disabled toilet area is always accessible, free from clutter and ready for use.	EHT/HOS	Disabled toilet is always available and accessible for any child who requires use.	On going
The SEND/ H&S governor will update the audit of accessibility annually and keep it under review through monitoring and evaluation processes.	SEND/H&S governor and SENDco will update audit of accessibility plan annually.	EHT/HOS /Govs/SENDco	Accessibility plan is regularly reviewed and updated.	July 2023

Access to Information

Target	Actions	Responsibility	Success Criteria/ Outcomes	Timescale
Be available in relevant formats <ul style="list-style-type: none"> • Large prints • Braille • Pictorial or symbolic representations 	available and relevant to the needs of the identified child.		Format that meets all their needs.	Ongoing
Ensure signage is suitable for non- readers, is clear and well situated.	School site walks.	H&S/SENDco governor, Headteacher	The school site is well signposted for all members of the community.	ongoing
Ensure access to learning and assessment materials for disabled / SEN / non-English speaking pupils and parents.	School to access local support as required via Hampshire EMTAS / Local Offer	SENDCo	Availability of interpreter for: Parental interviews Pupil interviews NC assessments as and when required.	Ongoing

Appendix 2 – Accessibility Plan Audit 2022/2023

Identifying Barriers to Access: A Checklist

This list should help you identify barriers to access that exist in schools. The list is not exhaustive. It is designed to encourage a flexible approach to the further questioning of the accessibility of your school.

Section 1: How does your school deliver the curriculum?

Question	Yes	No
Do you ensure that teachers and teaching assistants have the necessary training to teach and support disabled children?	x	
Are your classrooms optimally organised for disabled children?	x	
Do lessons provide opportunities for all children to succeed?	x	
Are lessons appropriate to diversity?	x	
Do lessons involve work to be completed by individuals, pairs, groups and whole class?	x	
Are all children encouraged to take part in all curriculum subjects?	x	
Do staff recognise and allow for the mental effort expended by some disabled pupils, for example using lip reading?	x	
Do staff recognise and allow for the additional time required by some disabled pupil to use equipment in practical work?	x	
Do staff provide alternative ways of giving access to experience or understanding for disabled pupils who cannot engage in particular activities, for example some forms of exercise in physical education?	x	
Do you provide access to computer technology appropriate for students with disabilities?	x	
Are school visits, including overseas visits, made accessible to all pupils irrespective of attainment or impairment?	x	
Are there high expectations of all pupils?	x	
Do staff seek to remove all barriers to learning and participation?	x	

Section 2: Is your school designed to meet the needs of all pupils?

Question	Yes	No
Does the size and layout of areas – including all academic, sporting, play, social facilities, classrooms, the assembly hall, canteen, library, gymnasium and outdoor sporting facilities, playgrounds and common rooms – allow access for all pupils?	x	
Can pupils who use wheelchairs move around the school without experiencing barriers to access such as those caused by doorways, steps and stairs, toilet facilities and showers?	x	
Are pathways of travel around the school site and parking arrangements safe, routes logical and well signed?		
Are emergency and evacuation systems set up to inform ALL pupils, including pupils with SEN and disability; including the completion of Personal Evacuation in Emergency plans	x	
Could any of the décor or signage be considered to be confusing or disorienting for disabled pupils with visual impairment, autism or epilepsy?		
Are areas to which pupils should have access well lit?	x	
Are steps made to reduce background noise for hearing-impaired pupils such as considering a room's acoustics, noisy equipment?	x	
Is furniture and equipment selected, adjusted and located appropriately?	x	

Section 3: How does your school deliver materials in other formats?

Question	Yes	No
Do you provide information in simple language, symbols, large print, on audiotape or in Braille for pupils and prospective pupils who may have difficulty with standard forms of printed information?	x	
Do you ensure that information is presented to groups in a way, which is user friendly for people with disabilities, e.g. by reading aloud overhead projections and describing diagrams?	x	
Do you have the facilities such as ICT to produce written information in different formats?	x	
Do you ensure that staff are familiar with technology and practices developed to assist people with disabilities?	x	