



Accessibility Plan

2022 - 2024

Aims

Hadleigh Infants and Nursery School is actively committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors without discrimination of any kind.

We aim to develop a culture on inclusion and diversity in which all those connected to the school feel proud of their identity and are able to participate in school life.

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long term' adverse effect on their ability to undertake normal day to day activities.

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'. This 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.

Definition

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

The effect of the Equality Act 2010 means that academies cannot unlawfully discriminate against pupils because of sex, race, disability, sexual orientation, religion or belief.

Roles and responsibilities

- **All staff members** will act in accordance with the school's Accessibility Plan at all times.
- **All staff members** are responsible for ensuring that their actions do not discriminate against any pupil, parent/carer or colleague.
- The **Head Teacher** and school's **SENCO** in conjunction with the **Governing Body**, will create an Accessibility Plan with the intention of improving the academy's accessibility.
- The **Head Teacher** will ensure that staff members are aware of individual pupils' disabilities or medical conditions where necessary.
- The **Head Teacher** is responsible for consulting with relevant and reputable experts if challenging situations regarding pupils with disabilities are experienced.
- The **Head Teacher, SENCO** or **Learning Mentor** will establish whether the pupil has any disabilities or medical conditions which the academy should be aware of. This will take place during a new pupil's induction at Hadleigh Infants and Nursery School or whilst effectively supporting a family who already attend the school.
- The school's **SENCO** will work closely with the **Head Teacher** and **Governing Body** to ensure that pupils with special educational needs and disabilities (SEND) are appropriately supported.
- The **Head Teacher, SENCO, Governing Body** and **Senior Leadership Team (SLT)** will work closely with external agencies to effectively create and implement the school's Accessibility Plan.
- The **Governing Body** will be responsible for monitoring the Accessibility Plan.
- The **Governing Body** will approve the Accessibility Plan before it is implemented.

Accessibility Plan

Target	Strategies/Actions to be taken	Person responsible	Timeframe	Success criteria
Ensure that teaching is appropriately differentiated to meet the needs of all pupils.	Staff to be provided with ongoing training around differentiation/adaptations to meet the needs of individual pupils. Ensure there are the correct resources to adapt/differentiate the curriculum to meet the needs of the pupils. To liaise with Nursery Providers to review pupils needs when they enter the school each September.	SLT/SENCO/Subject Leaders	Ongoing	Pupils to make at least good progress.
Ensure that information is available to staff, pupils and parents in a way that is user friendly for all people with disabilities.	Ensure that users are aware that they can request this information in different formats if required.	SLT, Office Staff	As required	School can provide written information in alternative formats when necessary.
Children with ASD can access the curriculum appropriate to their needs.	Work with training providers and local authority to ensure appropriate provision is in place. Sensory room to meet the sensory needs of ASD children. Sensory equipment such as chewlery to be purchased where appropriate.	SENCO/Class teachers	Ongoing	Children with ASD make good progress.
Children who are hearing impaired access the curriculum.	Consider where a child sits in the class. Work closely with the Hearing-Impaired Specialist Teacher. Liaise with families to ensure that the child's needs are fully understood.	SENCO/Learning Mentor/Class teacher	As required	Children with a hearing impairment feel safe in school.
Ensure that the school environment is accessible as is reasonably possible for children and parents who are physically disabled.	Work with parents to ensure that the child or their needs are fully understood. Liaise with the Specialist Teacher with responsibility for Physical and Neurological impairment. Work with other specialists such as Occupational	SLT/SENCO/ Learning Mentor/ Site Manager	Ongoing	Children who are physically disabled (and their families) feel that they are a valued member of Hadleigh Infants and Nursery Community.

	<p>Therapists or Physiotherapists to understand and support the child's needs.</p> <p>To ensure teaching spaces are sufficiently well equipped.</p> <p>Review and ensure the layout of the classroom is suitable.</p> <p>Ensure that a designated person is responsible for the child in the event of a fire/evacuation of the classroom.</p> <p>Lift in school to support children where applicable with Physical disabilities.</p>			Physically disabled children and adults feel safe in the school grounds.
To accommodate pupils with identified dexterity problems, medical needs and/or temporary disability.	<p>Class teachers/Learning Mentor to discuss the temporary disability with parents to seek advice (from Health Care professional if necessary) as to the level of participation that can be expected in lessons such as PE.</p> <p>Necessary paperwork to be completed such as broken limb form.</p>	Learning Mentor/Class teacher/ Teaching Assistant/ Learning Support Assistant/ First Aiders	As required.	<p>Pupils that have temporary disabilities have full access to the curriculum due to the adaptations implemented.</p> <p>Pupils who have specialist equipment have a designated space that will ensure their dignity is recognised at all times.</p>

Monitoring and review

This policy will be reviewed on an annual basis or when new legislation/guidance concerning equality and disability is published.

The local Governing Body and Head Teacher will review the policy in collaboration with the SENCO's support.