



Clover Hill VA Infant and Nursery School

Accessibility Plan 2024-2027

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| Formally adopted by the Governing Body of All Angels' Primary Federation | |
| On: | February 2024 |
| Chair of Governors: | Rosemary Games |
| Review: | February 2027 |

Introduction

This accessibility plan is aimed at increasing the extent to which pupils with can participate in the curriculum, improving the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided, and improving the availability of accessible information to pupils.

This plan also considers the accessibility needs of our whole school community and the actions required to improve the environment for all.

We are working within a national framework for educational inclusion provided by:

- Equality Act 2010
- Special Educational Needs and Disabilities (SEND) Code of Practice 2015

The plan will be reviewed at least annually by the governing body and the headteacher, and updated as necessary to reflect any changes in the law or circumstances.

The main priorities of the Accessibility Plan are to provide:

- Increasing the extent to which all students can participate in the school's curriculum.
- Improving the physical environment of the school to ensure students can take advantage of education and other benefits, facilities or services provided or offered by the school.
- Improving the delivery of information to students, increasing the extent to which disabled pupils can participate in the curriculum.

The plan includes specific actions, resources, timescales and success criteria for each priority area. The plan also identifies the roles and responsibilities of staff, governors, parents and external agencies in implementing the plan.

The plan will be monitored and evaluated by the governing body, the headteacher, the SENCO and other relevant staff. The plan will also be shared with parents, pupils and other stakeholders through newsletters, website, meetings and consultations.

Definitions

Definition of Disability (Equality Act 2010): "A person has a disability if she or he has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to perform normal day-to-day activities."

The substantial adverse effect is deemed to have lasted or be likely to last 12 months or for the rest of the person's life if less than 12 months.

The definition includes people with a hearing or visual impairment, Cerebral Palsy, Muscular Dystrophy, mental health issues and incontinence. People with ADHD, Autistic Spectrum Disorder, Downs Syndrome and Hydrocephalus are included. Medical conditions such as

Cystic Fibrosis, severe Asthma, Diabetes, Cancer, Multiple Sclerosis, Epilepsy, Sickle Cell Anaemia and HIV are deemed disabilities. Facial disfigurement, severe Dyslexia, gross obesity and diagnosed eating disorders are all included. If a person has been disabled in the past (for example, those who have recovered from cancer and people with a history of mental illness) they are still covered by the legislation for the rest of their life.

What has been done so far?

Physical environment

- The physical environment is all on ground level and is fully accessible. We have ramps to enable wheelchair access. We have an accessible toilet and separate nappy changing facilities.
- The car park contains dropped kerbs for wheelchair access and a ramp to the front entrance.
- Lighting and ventilation throughout the school has been improved.
- The classroom environments have been carefully considered and adapted to reduce the probability of sensory overload for pupils with ASD, ADHD and other additional needs.

Curriculum

- As far as possible, all areas of the curriculum are available to pupils regardless of their additional needs.
- EYFS were awarded the ICAN Early Talk Enhanced Accreditation for good practice related to supporting the communication and language skills of all children including those with identified Special Educational Needs and/or disabilities.
- In our Early Years we have Communication Champions who receive regular training to develop their own practice, and to become leaders in communication, delivering training to all staff to create a consistent approach.
- We plan staff training depending on the additional needs of our pupils, to improve access to the curriculum.
- Read Write Inc (our Literacy scheme) is endorsed by the Dyslexia Association.
- School visits are planned with all children in mind and full risk assessments are carried out beforehand to ensure safety and participation of all pupils. Where an activity is not accessible, an alternative will be provided.
- Equipment in classrooms is available to meet pupil needs. For example, pupils have access to iPad and laptops to support writing. Other specialist equipment is available to support individual needs, such as writing slopes, wedge cushions, hearing systems, overlays etc. We use systems such as visual timetables and social stories to prepare children for the day.
- Outcomes for children with additional needs are monitored through the school tracking systems and other specific assessment data.

- We draw on the advice of external experts and have invested money in a Speech and Language Therapist, Educational Psychologist and Specialist Support Teachers.
- Any relevant policies and procedures take into account the needs of pupils with disabilities and provision are modified where necessary.
- Staff awareness of Disabilities and Equalities legislation is maintained through staff CPD. Where further adaptations need to be made to support specific and individual needs, relevant staff will attend training.

| Action | Strategy/Action | Lead | Success criteria |
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| Increase access to the curriculum by: | | | |
| Continuing development of an inclusive curriculum which is linked to our school improvement plan. | Monitoring and observations show that pupils are accessing an inclusive curriculum. Provision maps, EHCP's and other plans are created and impact positively on individual provision. Monitoring shows that children are engaged in their learning. | SENCO | Assessments show that pupils with disabilities (and all other groups) make good or better progress. Pupils with disabilities are positive about the provision made for them. |
| Continuing the work on high quality provision for speech, language and communication. | Continued audits through our Speech and Language Therapist The Enhanced ICAN accreditation has been achieved in EYFS – good practice being maintained and accreditation renewed. Communication champions in school to share good practice throughout the setting and train/coach staff where necessary. | SENCO | Environmental audits show that high quality provision continues to be offered for children with Speech. Language and Communication difficulties. - Observations show that staff have developed the knowledge and skills to effectively support pupils in their speech, language and communication. - Interventions are effective in ensuring good progress of identified pupils. |
| Improving staff awareness of disability issues | Review staff training needs on an ongoing basis. Provide training and resources which empower teachers to deliver inclusive a fully inclusive curriculum offer. | SENCO | Staff have good awareness of children in their class with a disability. Identified pupils are accessing home learning. Parents are engaging with home |

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| | - Provide training for members of the school community as appropriate. | | learning. -Other agencies are supporting families where there is a need. |
| Increase access to the physical environment by: | | | |
| Carrying out ongoing assessment as to what is needed within the physical environment | Continued audits to ensure specialist equipment is available and used to promote participation in learning by all pupils. Work with external agencies such as Speech and Language Therapists, Educational Psychologist, Occupational Therapist, to ensure resources meet the needs of individual pupils. | Headteacher and SENCO | Any child who is new to the school has their needs assessed. Children who have specific needs have been referred to specialist agencies who work closely with the school. School has acted on their recommendations. Pupils with SEND can access the curriculum due to the physical adaptations which have been made. Pupils and families are positive about the adjustments which have been made and progress and engagement are good. |
| Increase access to written material by: | | | |
| Ensuring that all children have access to visual resources to maximise their learning. | Visual timetables used effectively in all classrooms, including 'now and next' visuals. Pupils have access to overlays etc. Displays such as sound charts are used to support and consolidate learning. | SENCO | Children with specific needs are supported by appropriate visual resources and are making good progress. Pupils are happy with the provision made and engage better in their learning as a result. |

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| | <p>Children have text on paper other than white where necessary, with suitable font design and size.</p> <p>Pupils are given access to appropriate technology where required.</p> | | <p>Advice has been sought from external agencies where necessary and advice has been followed in school.</p> |
| <p>Ensuring that all parents and other members of school community can access information.</p> | <p>Written information will be provided in other formats as necessary e.g. large print, coloured paper.</p> <p>Where possible, information will also be sent out electronically so that font sizes and background colours can be adapted.</p> <p>Where necessary, documents will be translated or will be read to parents who need support.</p> | <p>Headteacher</p> | <p>Families and other stakeholders can access information and feel comfortable in asking for support and further adaptations where needed.</p> |