



ACCESSIBILITY PLAN

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Accessibility Plan

This policy reflects the vision and aims of Hadfield Infant School.

Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is 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.

Our school aims to treat all our pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

Hadfield Infant School strives to be an inclusive school. We actively seek to remove the barriers to learning and participation that had hinder or exclude individual pupils, or groups of pupils This means that equality of opportunity must be a reality for all our children, and this of course includes pupils with disabilities. We will do our best to anticipate the needs of a pupil or staff member with disabilities before he or she joins the school.

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents, 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 regarding disability and to developing a culture of inclusion, support and awareness within the school.

The plan will be made available online on the school website, and paper copies available upon request.

Our school is also committed ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to the accessibility in school, the complaints procedure sets out the process for raising these concerns.

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’. The 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Action Plan

Hadfield Infant School Accessibility plan shows how access is to be improved for disabled pupils, staff, and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan relates to the key aspects of curriculum, physical environment and written information and will contain timely actions to the following areas:

| Aim | Current Good practice | Objectives | Actions to be taken | Person responsible |
|--|--|--|---|--------------------|
| <p>Increase access to the curriculum for pupils with a disability.</p> | <ul style="list-style-type: none"> ➤ Our school offers a differentiated curriculum for all pupils. ➤ Resources are used that are tailored to the needs of pupils who require support to access the curriculum. ➤ Curriculum resources includes examples of people with disabilities and other protected characteristics. ➤ Curriculum progress is tracked for all pupils, including those with a disability. ➤ Targets are set effectively and are appropriate for pupils with additional needs. ➤ The curriculum is reviewed to make sure it meets the needs of all pupils. ➤ Tailoring trips to ensure that they are accessible for all children i.e. using apparatus to transport children so that they are comfortable. | <p>To ensure that all children have equal access to the curriculum and that resources are tailored to ensure that children can demonstrate their progress and understanding.</p> | <p>To work alongside feeder Nurseries to identify children with additional needs and disabilities to enable school to obtain and purchase any resources required to tailor the curriculum to their needs.</p> | <p>SENDCo</p> |

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| <p>To improve access to the physical environment in school.</p> | <ul style="list-style-type: none"> ➤ Our main entrance into school is equipped with a ramp to assist children with physical disabilities and for mothers with children. ➤ No elevators are required as we are a single-story school. ➤ Ramps are located near the playground so children can access the playground via ramps and steps. ➤ Disabled parking bay located at the front of the school. ➤ Disabled toilets are located within school and are accessible to all. | <p>To ensure that everyone in school can safely access the whole of the school safely and independently.</p> | <p>To ensure that all classroom doors can be accessible for a wheelchair. – 1 x class to be assessed to determine whether door can be widened for disabled access.</p> | <p>Local authority (Landlord)</p> |
| <p>Improve the delivery of information to pupils with a disability.</p> | <p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> ➤ Internal signage ➤ Large print resources ➤ Apps on iPad to make work more accessible to pupils with limited vision. ➤ Braille ➤ Induction loops ➤ Pictorial or symbolic representations | <p>To ensure that all children can access the curriculum.</p> | <p>To continue to work with feeder Nurseries to determine if further resources are required based on the needs of pupils. To develop communication devices to enable non-verbal children to be able to communicate more.</p> | <p>SENDCo.</p> |

Monitoring arrangements

This document will be reviewed every 2 years but may be reviewed and updated more frequently if necessary. It will be reviewed by the Governing Body, SENDCo and Headteacher.

It will be approved by the Governing Body.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- SEND policy.
- Equality information and objectives (public sector equality duty) statement for publication
- Equality and Diversity policy
- External complaints procedure