

Hamp Nursery and Infants School Accessibility Plan

The Purpose of this Plan

This plan shows how Hamp Nursery and Infants' School has and will continue to maintain, as well as increase where necessary, the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability

A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Contextual Information

The school comprises of the original 1950s building which when built had two classrooms and a school hall. The main building was extended in 2006 to include a further 4 classrooms. More recently the building has again been modified to accommodate a further classroom, new staffroom and office spaces. The main school building is on one level with a 3 further outside classrooms, all of which have ramps with handrails suitable for wheelchair access. There is also a disabled toilet and changing facilities.

There are currently no pupils, members of staff or parents who are wheelchair dependent.

Current Range of known disabilities

The school has children with a range of disabilities/additional needs which currently include hearing loss; moderate learning disabilities; developmental delay; speech and language needs including verbal dyspraxia; and some medical conditions such as epilepsy, bowel conditions and asthma. Currently we have one pupil with profound hearing loss with Cochlear Implants.

Parents are asked to inform the school of their disabilities/additional needs at school entry induction meetings.

Areas of planning responsibilities

1. Increasing access for disabled pupils to the school curriculum (this includes teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits)

2. Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)

3. Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

1. Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within highly differentiated inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Continue to advocate accessibility for all pupils and to train staff to enable them to understand and meet the needs of children with a range of SEN.	Curriculum is highly differentiated within ability classes. Class structure designed to support range of learning styles. High ratio of adult support within classes with SEN pupils. Be aware of staff training needs on curriculum access continuing CPD – hearing/deaf awareness, Numicon, ILI, Working Memory, Sensory Processing, SLCN.	On-going ILI 2016-17 Numicon 2015-2016/2017 Working Memory 2016-17 Deaf Awareness 2015-2016/2017	SENCO and class teachers	Raised staff confidence for strategies for differentiation and increased pupil participation. Staff trained appropriately

	Learning Support plans/IEPs SEN pupils clearly marked on teachers planning.			
Availability of specialist equipment to promote participation in learning by all pupils.	Assess needs of pupils and obtain equipment as needed eg. supportive chair, fiddle toys, weighted cushions, pencil grips, coloured overlays, Soundfield system,	As required.	SENCO Class Teachers	Children will develop independent learning skills and have increased participation.
Use ICT software to support learning	Make sure Clicker 6 software installed in classes.	2016-17 And as needed	ICT technician SENCO	Wider use of SEN resources in classrooms. Increased pupil participation.
All educational visits to be accessible to all pupils.	Ensure each new venue/setting is accessible and vetted for appropriateness using EEC risk assessments	As required	SENCO and class teachers	All pupils in school to access all educational visits and take part in a range of activities

2. Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

Target	Strategies	Time-scale	Responsibility	Success Criteria
The school is aware of the access needs of disabled pupils, staff, parent/carers and visitors.	To create access plans for individual disabled pupils as part of the IEP process when required. Be aware of staff,	As required. Induction and on-going if required.	SENCO, Head Teacher, governors	IEPs and in place for disabled pupils and all staff aware of pupil needs. All staff and governors feel confident their needs are

	governors and parents access needs and meet as appropriate.			met. Parents have full access to all school activities.
Layout of school to allow access for all pupils to all areas.	Consider needs of disabled pupils, parents/carers or visitors.	As required	Head Teacher, governors, Site Manager, SENCO	Access for all
Ensure all disabled pupils can be safely evacuated	Pupil Emergency Evacuation Plans (PEEPs) in place to ensure all staff are aware of their responsibilities in relation to disabled or high needs children,	As required	SENCO Class Teachers and Teaching Assistants	All disabled pupils and staff working alongside are safe in the event of a fire and know how and where to exit the building.
Ensure hearing and visual environment in classrooms is regularly monitored to support hearing and visually impaired pupils.	Support from HI and VI advisory teams. Use of Sound Field system in hall.	On-going As necessary	HI and VI advisory teachers in conjunction with SENCO and teachers	All children have access to the appropriate environment.

3. Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in 'simple' English. School office staff will support and help parents to access information and complete school forms as necessary.	During induction. On-going	School office staff	All parents receive information in form that they can access. All parents understand what the headlines of the school information are.

Improve the delivery of information in writing in an appropriate format.	Provide suitably enlarged, clear print and use matt laminates for pupils with visual impairments.	As required	School office staff Class teachers	Excellent communication On-going appropriate use of resources.
Ensure all staff are aware of guidance on accessible formats.	Guidance to staff on dyslexia/ early literacy difficulties and accessible information. Use of STC, photographs and objects of reference.	On- going.	SENCO Class teachers	Class teachers to produce their own information.
Provide information in other languages for EAL pupils/parents.	Access to translators. Use of STC to be considered and offered if appropriate.	As required	School office staff	Pupils and parents feel supported and included. Good communication.