

Hamp Nursery and Infants School Accessibility Plan 2020-21

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 four classrooms. More recently the building has again been modified to accommodate a further two classrooms, new staffroom and office spaces. The main school building is on one level with 2 further outside classrooms, which have a ramp with handrails suitable for wheelchair access. These classrooms have shared toilet facilities. Six of the classrooms within the main building all have their own toilets There is also a disabled toilet and changing facilities in the main building adjoining the main toilets.

There are currently no pupils, members of staff or parents who are wheelchair dependent in school. We do have one pupil who travels to and from school in a wheelchair. He also has access to the use of a walker within the school buildings and on the playground areas.

Current Range of known disabilities and additional needs

The school has children with a range of disabilities/additional needs which currently include: moderate learning disabilities; developmental delay; speech and language needs; ADHD and ASD traits; and some medical conditions such as degenerative muscular syndromes, epilepsy, bowel conditions and asthma.

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

COVID 19

The school COVID 19 secure measures will take into account individual needs for safe access and egress to the school site; safe accessibility and use of resources and equipment. Children with EHCPs will have individual risk assessments as necessary.

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 |
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| 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 | On-going As required | SLT/SENCO and class teachers, Teaching Assistants | Raised staff confidence for strategies for differentiation and increased pupil participation. Staff trained appropriately |

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| | needs on curriculum access continuing CPD – Moving and Handling; hearing/deaf awareness, Numicon, ILLI, Working Memory, Sensory Processing, SLCN. Assess Plan Do reviews/Learning Support plans/IEPs. Use of Somerset Core Standards SEN pupils clearly marked on teachers planning. Provision Planning for areas of SEND. Inclusive Communication Training | Focus for 2020-21 ongoing SLCN focus – inc. Inclusive Communication training Aut' 20. Access arrangements for use of supportive chair/walker/wheelchair to support pupil with Spinal Muscular Atrophy (SMA)Sept'19. Ongoing Development of Provision plans for SEND for 2020/21 | | |
| Availability of specialist equipment to promote participation in learning by all pupils. | Assess needs of pupils and obtain equipment as needed eg. supportive chair, walker, wheelchair, fiddle toys, weighted cushions, pencil grips, coloured overlays, etc. Wheelchair proficiency (PIMS) | As required. Supportive chair and walker for pupil with SMA – Aut'20 Sum'21 | SENCO Class Teachers | Children will develop independent learning skills and have increased participation. |
| Use ICT software to support learning | Use of Clicker 6 software. Use of websites to support specific needs Keyboard skills to support pupils with muscle weakness | As required | SENCO/ IT Co-ordinator Class teachers/Teaching Assistants | 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 | As required | SENCO and class teachers | All pupils in school to access all educational visits and take part in a |

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| | appropriateness using risk assessments Use of wheelchair as appropriate | | | range of activities |
| All after school clubs to be accessible to all pupils. | Assess the needs of children with SEND and adapt the activities as necessary, including the provision of additional adult support; use of specialist equipment and resources. | As necessary | SENCO/ Class Teachers/ Specialist PE and Music teachers. All staff running after school clubs/activities. | All children to be included in after school clubs and activities. In order to develop further skills and interests. |

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 |
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| 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 School Entry planning process and on-going as part Assess, Plan, DO Review process when required. Be aware of staff, governors and parents access needs and meet as appropriate. | As required. School Entry Planning , Induction and on-going if required. | SENCO, Head Teacher/SLT, governors External agencies/professionals such as Physical and Medical Impairment Service, Hearing Support and Visually Impaired Support teams | Provision plans in place for disabled pupils and all staff aware of pupil needs. All staff and governors feel confident their needs are met. Children and parents have full access to all school activities. |
| The school is aware of the access needs of pupils, staff and parent/carers | To follow Medical Care Plans provided by medical professionals for individual | As required. School Entry Planning , Induction and on-going if | SENCO, Head Teacher/SLT, governors | Medical Care plans in place for pupils with long-term medical needs and |

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| and visitors with medical needs. | pupils with long-term medical needs. Be aware of staff, governors and parents medical needs and meet as appropriate | required | External medical agencies/professionals. | all staff aware of pupil needs. Children and parents have full access to all school activities All staff and governors feel confident their needs are met. |
| Layout of school to allow access for all pupils to all areas. | Consider needs of disabled pupils ,and those with medical needs, 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 as required. | As required | 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 |
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| Review information to | Provide information and | During induction. | School office staff, Home | All parents receive |

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| parents/carers to ensure it is accessible. | letters in clear print in 'simple' English. School office staff will support and help parents to access information and complete school forms as necessary. | On-going | Link School Worker (HLSW) | 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. |

Signed  Michelle Martin, Chair of Governors