

# Hartford Infant and Pre School



## Accessibility Policy November 2021

Lead person: Mrs Vicky McGregor  
Adopted by Governors: Autumn 2021  
Reviewed: Every 3 years

## Background Information and the Law

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

- maximise the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities, and services provided;
- improve the availability of accessible information to disabled pupils.

According to the Equality Act of 2010 a person has a disability if:

- they have a physical or mental impairment and
- the impairment has a substantial and long-term adverse effect on their ability to carry out normal day to day activities.

The Equalities Act 2010, outlaws discrimination by schools and the Local Authority against either current or prospective students in their access to education.

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 disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

## Our Mission Statement

At Hartford Infant and Preschool and Hartford Junior School we provide high standards of teaching and learning in an environment where each child is valued as an individual and encouraged to achieve their potential. We are committed to inclusion and want every child to be fully involved in all aspects of school life. We have high aspirations for all our children and want them to be independent, engaged learners who have high self-esteem. This is particularly important for our children with SEND. Staff work with determination, diligence, and compassion to ensure children's needs are catered for in all areas of school life and reasonable adjustments are made to provision. Our aim is to treat all pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

## Our Vision

At Hartford Infant and Preschool and Hartford Junior School we will bring out the best in everyone by becoming a community of active learners and creative thinkers, with the highest aspirations for ourselves and others. This vision is supported through our curriculum which can be made bespoke to meet individual needs.

### At Hartford Infant and Pre School and Hartford junior School we will:

- take all reasonable steps to ensure lessons, trips, experiences, and activities are available to all pupils irrespective of any physical or mental disability;
- ensure all staff are trained and supported to meet the needs of our children on roll;
- monitor progress and attainment of any child with a disability and put in place actions to bridge any gaps;
- review our curriculum content to ensure any issues linked to disability or accessibility are addressed.

This plan is available online on the school website, and paper copies are available upon request.

Our school is also committed to 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.

The Cam Academy Trust and local governing body are responsible for ensuring systems are in place to support disabled students, staff and visitors to the school so that they are not disadvantaged.

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

We have included a range of stakeholders in the development of this accessibility plan, including parents of children with SEND, staff and Governors.

This policy complies with our funding agreement and articles of association.

## Action plan – Hartford Infant School and Preschool

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current Good Practice	Objectives	Actions to be taken	Person responsible	Date to be completed	Success Criteria
<p><b>Increase access to the curriculum for pupils with a disability</b></p>	<p>Teachers and Teaching Assistants have the necessary training to teach and support disabled pupils and those with additional needs. Training remains under regular review and if a new pupil joins training and support is swiftly identified and organised.</p> <p>We offer a curriculum which is adapted where appropriate to meet the needs of all pupils.</p> <p>Pastoral support from specialist practitioners is highly valued and tracked. We believe by removing potential barriers to wellbeing this impacts positively upon academic outcomes, attendance, and participation (see Mental Health Policy)</p> <p>Policy reviews consider the needs of disabled pupils and those with additional needs.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum.</p> <p>Where appropriate advice is taken from outside agencies for example the Occupational Therapy Team</p> <p>Classrooms are arranged to encourage independence and participation.</p>	<p><b>Long Term</b></p> <p>All pupils continue to have access to a broad and balanced curriculum which meets their individual needs.</p> <p>All staff can appropriately meet the needs of children with ASD.</p> <p>Identified children are provided with therapeutic intervention from trained and qualified staff.</p> <p>Attendance for children with additional needs is at least 97%</p> <p><b>Short Term</b></p> <p>Continue to review the curriculum and provision each term to ensure it meets the needs of all learners.</p>	<p>Continue to develop our Nest nurturing provision. Moira Whitham from January 2024 begins training to be an ELSA (Emotional Learning Support Assistant). The package of support includes supervision from an Educational Psychologist.</p> <p>Across the next two academic years ensure all staff achieve at least level two AET autism training.</p> <p>Across the next academic year ensure staff are provided with dyslexia training.</p> <p>Track children with the highest level of need who have an EHCP and ASD on the AET Progression Framework Resource.</p> <p>Parents of children with additional needs (SEND and Medical) meet with staff on a termly basis to review provision. Medical professionals are consulted when appropriate.</p> <p>Parents of children receiving therapeutic support review with the practitioner on a termly basis (Mrs. McGregor, Beth Ouzman</p>	<p>Mrs. McGregor working in partnership with the SLT.</p>	<p>Review termly and update January 2025</p>	<p>Identified children are more engaged learners who make at least expected academic progress from their individual starting points.</p> <p>Termly BOXALL/SDQ analysis documents progress.</p> <p>Parental/Carer/ pupils voice demonstrates impact of the provision.</p> <p>Sensory needs are met meaning children are more able to hold attention and engage with the curriculum (as evidence through interventions and against personal targets).</p> <p>Medical needs are met, appropriate protocols are in place, linked to medical reports and clearly documented.</p> <p>Adapted teaching is evident on planning and through SLT</p>

	<p>Appropriate activities are designed to consider children with disabilities so they can be included and take part in school events for example sports day, school performances.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p> <p>Targets are set effectively and are appropriate for pupils with additional needs.</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils.</p> <p>Learning walks take place to monitor provision.</p> <p>Annual EYFS environment risk assessment updated to support provision.</p> <p>The SEN Governor <b>XXX</b> joins school staff to discuss outcomes and next steps.</p> <p>Individual Risk assessments and meetings with parents take place to ensure inclusion in trips, extra-curricular clubs and opportunities whilst meeting individual needs.</p> <p>Specialist equipment is effectively used following the guidance from the specialist team e.g., OT, Physio, Teacher of the Deaf. and provision is reviewed regularly.</p>		<p>from Inclusion Support, the School Nurse team). Beth has increased her time in school from December 2023 to one day a week.</p> <p>Subject Leaders review provision to ensure it is suitable for all learners. Progress is tracked and monitored through learning walks and feedback is given to the SLT.</p>			<p>monitoring and Subject Leader Learning Walks,</p> <p>Risk assessments are well written with clearly defined steps agreed by all stakeholders.</p> <p>Ongoing pupil reviews reference the needs of disabled pupils and provision in place to address these needs.</p>
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	<p>Environment layout is consistent throughout school [see environment checklist] with baskets, clear boxes to see items, shelves and labeling in classrooms are the same e.g. phonic station has familiar items and layout.</p> <p>Enable tables with ear defenders and pencil grips etc. mean children can independently gather resources to support their needs.</p>					
<p><b>Improve and maintain access to the physical environment</b></p>	<p>The environment is adapted to the needs of pupils. This includes:</p> <p>Ramps</p> <p>Disabled parking bays</p> <p>The hygiene room which is fully equipped to support disabled pupils.</p> <p>Nappies are disposed of into a clearly identified bin and external specialist contractors empty this regularly.</p> <p>Intimate Care Plans are used and developed in partnership with Parents/Carers and medical professionals. Staff use exemplary hygiene measures and act as role models to children.</p> <p>Library shelves at wheelchair-accessible height</p> <p>Classroom and environments are optimally organized to meet the needs of any identified pupils.</p> <p>Doors to class 4 and Class 5 widened for wheelchair access</p>	<p><b>Long Term</b> Ensure the school remains accessible and appropriate for all.</p>			<p>January 2025</p>	<p>Disabled pupils, staff and parents can access the school site entrance and carpark.</p>

	<p>We use a range of communication methods to ensure information is accessible.</p> <p>This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> <li>• Coloured paper or overlays</li> <li>• Makaton</li> <li>• Widget – visual symbols</li> </ul> <p>Trust Conditions Survey to RAG rate areas of concern and in need of improvement</p>	<p><b>Long Term</b> Individual needs are met. Provision is adapted and clearly defined as a child's needs change.</p> <p><b>Short Term</b> Parents and staff communicate effectively. Professional guidance is followed. Provision is reviewed on a termly basis (or after any medical review)</p>	<p>Each term staff meet with Parents/Carers. Pupil voice will be used to check the appropriateness of provision.</p> <p>External advice will be followed following any medical or SEN support from an outside agency, provision and plans will be updated.</p> <p>Review the information presented on the school website and reflect upon the accessibility. Make adaptations as needed.</p> <p>Collect pupil voice and Parental/professional voice to review and adapt practice.</p>	<p>Mrs. McGregor</p> <p>Mrs. McGregor, Class Teachers, TAS</p> <p>Mrs. Beecher, Mrs. McGregor, Mrs. Lee</p> <p>Mrs. McGregor</p>	<p>Termly</p> <p>On receipt of new advice</p> <p>Summer 2024</p> <p>Summer 2024</p>	<p>Parents surveys and voice demonstrates how they feel involved in the development of their child's provision and support.</p> <p>Pupil voice articulates what is in place to support their needs.</p> <p>Professionals involved in the care and support of children ratify the school's provision and talk positively about the impact this makes to outcomes.</p> <p>Children confidently communicate in the manner which is most appropriate to them. Progress is evident overtime.</p> <p>All members of the school community value and accept difference.</p> <p>Members of the school community have good self-esteem and feel valued.</p> <p>Children. Parents, Carers and Visitors can read written information, signs and access the website for more information.</p>
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## Action plan – Hartford Junior School

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

Aim	Current Good Practice	Objectives	Actions to be taken	Person responsible	Date to be completed	Success Criteria
<p><b>Increase access to the curriculum for pupils with a disability</b></p>	<p>Teachers and Teaching Assistants have the necessary training to teach and support disabled pupils. This training remains under regular review and if a new pupil joins training and support is swiftly identified.</p> <p>We offer a differentiated curriculum for all pupils.</p> <p>Policy reviews consider the needs of disabled pupils.</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum and provide different ways of recording work.</p> <p>Where appropriate advice is taken from outside agencies for example the Occupational Therapy Team</p> <p>Classrooms are arranged to encourage independence and participation.</p> <p>Appropriate activities are designed to consider children with disabilities so they can be included and take part in school events for example sports day, school performances.</p> <p>Curriculum resources include examples of people with disabilities.</p> <p>Curriculum progress is tracked for all pupils, including those with a disability.</p>	<p><b>Long Term</b> Remove barriers to learning through the creation of a safe space where targeted, trackable, bespoke support can be provided. This support will also include therapeutic work.</p> <p>Increase access to the curriculum for those children who have a sensory impairment which impacts upon their engagement.</p> <p>Provide appropriate withdrawal spaces and sensory resources.</p> <p><b>Short Term</b> Review the curriculum and school provision each term to ensure it meets the needs of all learners.</p>	<p><b>Continue to look at and monitor how nurture provision is provided in the school and embedding within school practice.</b></p> <p>Create and develop withdrawal spaces within extensions.</p> <p>Creation of sensory break boxes.</p> <p>Staff to receive additional training where needed (e.g. ELSA).</p> <p>Parents of children with additional needs (SEND and Medical) meet with staff on a termly basis to review provision.</p> <p>Parents of children receiving therapeutic support review with the practitioner on a termly basis (Miss Deaves, Charlotte From Blue Smile, Beth from Inclusion Support, the School Nurse team)</p> <p>Subject Leaders review provision to ensure it is suitable for all learners. Progress is tracked and monitored through learning walks.</p>	<p>Miss Deaves will delegate as applicable to staff across the school</p>	<p>December 2024</p>	<p>Identified children are more engaged learners who make at least expected academic progress from their individual starting points.</p> <p>Termly BOXALL/SDQ analysis documents progress.</p> <p>Parental/Carer/ pupils voice demonstrates impact of the provision.</p> <p>Sensory needs are met meaning children are more able to hold attention and engage with the curriculum (as evidence through interventions and against personal targets).</p> <p>Medical needs are met, appropriate protocols are in place, linked to medical reports and clearly documented.</p> <p>Differentiation of the curriculum is evident on planning and through SLT monitoring and</p>

	<p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils</p> <p>Learning walks take place to monitor provision.</p> <p>The SEN Governor XXX joins school staff to discuss outcomes and next steps</p> <p>Individual Risk assessments and meetings with parents take place to ensure inclusion in trips, extra-curricular clubs and opportunities whilst meeting individual needs.</p> <p>Specialist equipment is effectively used following the guidance from the specialist team e.g. OT physio and provision is reviewed regularly</p> <p>Environment layout is consistent throughout school [see environment checklist] with, clear boxes to see items, shelves and labeling in classrooms are the same</p> <p>Within classrooms there are ear defenders and pencil grips etc. mean children can independently gather resources to support their needs.</p>					<p>Subject Leader Learning Walks,</p> <p>Risk assessments are well written with clearly defined steps agreed by all stakeholders.</p> <p>Ongoing pupil reviews reference the needs of disabled pupils and provision in place to address these needs.</p>
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<b>Improve and maintain access to the physical environment</b>	The environment is adapted to the needs of pupils as required. This includes:  Ramps  Disabled parking bays  The disabled toilet is fully equipped to support disabled pupils.  Intimate Care Plans are used and developed in partnership with Parents/Carers and medical professionals.  Staff wear gloves and PPE. They use exemplary hygiene measures and support children as role models.  Classroom and environments are optimally organized to meet the needs of any identified pupils.  Stairs are well lit, and edges clearly marked.  If a child is unable to use the stairs Year groups are moved to be in the downstairs classrooms.	<b>Long term</b>  Ensure stairs and stairs wells are safe and fit for purpose.  <b>Short term</b>  Ensure the school remains accessible to all.	Remain in contact with the trust regarding works to be done around stairs and stair wells.  Carry out an access audit at least every year to ensure access for all.	Mrs Lee, Mrs Leach, Mrs Rudd.  Miss Deaves	December 2024	Disabled pupils and parents can access the school site entrance and carpark.  Disabled parents can use the school and its facilities successfully.
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#### 4. Monitoring arrangements

The above aims will be delivered within a reasonable timeframe, and in ways which are determined after taking into account pupils' disabilities and the views of parents and pupils. In the preparation of an accessibility action plan, the LA and CAM Academy Trust must have regard to the need to allocate adequate resources in the implementation of this action plan.

The CAM Academy Trust and local governing body also recognises its responsibilities towards employees with disabilities and will:

- monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- provide appropriate support and provision for employees with disabilities to ensure that they
- carry out their work effectively without barriers.
- undertake reasonable adjustments to enable staff to access the workplace.

This document will be reviewed every **3** years but may be reviewed and updated more frequently if necessary or if the school is refurbished

Approved by the Governing Body on \_\_\_\_\_

#### **5. Links with other policies**

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

- Risk Assessment Policy
- Health and Safety Policy
- Equality information and Objectives (public sector equality duty) statement for publication Children and Staff equality policy
- Medical Needs Policy
- Special Educational Needs (SEN) information report
- Supporting pupils with medical conditions policy
- Behaviour Policy
- Safeguarding Policy
- Curriculum Policy
- Teaching and Learning Policy