



HILTINGBURY INFANT SCHOOL

Accessibility plan

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Date approved by the Full Governing Body: 05.7. 2022
Review date: July 2025
Headteacher: Phillippa Longman

This plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995 and amendments added in the Disability Discrimination Act 2005, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in 2002.

Hiltingbury Infant School is a three form entry single story building with a resourced provision for children with speech, language and communication needs.

The following arrangements have been made to date to meet the needs of disabled pupils, staff and visitors to our school.

- Fire escapes and procedures are clearly indicated.
- All public access rooms are clearly accessible.
- A 'medical needs' notice board is kept up to date in the office.
- Two toilet areas adapted for designated disabled use.
- A hygiene room is in place including a disabled toilet and changing table.
- Blinds in KS1 classrooms to reduce glare.
- Surround sound in hall and fitted in one YR, one Y1 and one Y2 class prepared for future use. (e.g. electrics).
- One class in each year group with wheelchair access to outside.

Definition of Disability

Disability is defined by the Disability Discrimination Act (DDA) as:

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

Key Objective

To reduce and eliminate barriers to accessing the curriculum and to full participation in the school community for pupils, prospective pupils and our adult users with a disability.

Principles

- 1) Compliance with the DDA is consistent the school's aims and equal opportunities policy, and the operation of the school's SEN policy;
- 2) The school recognises it's duty under the DDA (as amended by the SENDA):
 - Not to discriminate against disabled pupils in their admissions and exclusion, and provision of education and associated services
 - Not to treat disabled pupils less favourably
 - To take reasonable steps to avoid putting disabled pupils at a substantial disadvantage
 - To publish an Accessibility Plan
- 3) In performing their duties, governors and staff will have regard to the DRC Code of Practice.
- 4) The school recognises and values parents' knowledge of their child's disability and its effect on his/her ability to carry out normal activities, and respects the parents' and child's right to confidentiality.
- 5) The school provides all pupils with a broad and balanced curriculum, differentiated and adjusted to meet the needs of individual pupils and their preferred learning styles; and endorses the key principles in the National Curriculum framework, which underpin the development of a more inclusive curriculum:
 - Setting suitable learning challenges
 - Responding to pupil's diverse educational needs
 - Overcoming potential barriers to learning and assessment for individual and groups of pupils

Activity

Hiltingbury Infant School has identified the following points for action to achieve the key objective.

Key Actions: Disability

- Further modification of environment as pupils with disability enter school

Key Actions: Gender

- To raise and level success rates in identified subject areas identified through the school self-assessment process

" Key Actions: Pupil Premium

- To strengthen awareness, consideration for and appreciation of equality and diversity

" Key Actions: General

- To strengthen awareness, consideration for and appreciation of equality and diversity

a) Delivery of the curriculum

- Ensure the school staff receive training and take account of individual needs to ensure that the curriculum is accessible to all pupils.
- Ensure classrooms are optimally organised for pupils with disabilities under the guidance of a risk assessment from specialist advisory service.
- Ensure all lessons provide opportunities for all pupils to achieve.
- Ensure appropriate resources are available to support access to the curriculum and school life.
- Check that staff recognise and allow for the mental effort expended by some pupils with disabilities i.e. Lip reading for a deaf child, physical exercise for some disabled children.
- Ensure all children can access computer technology
- Ensure school visits are open to all.
- Provide high expectations for all children.
- Seek to remove all barriers to learning and participation.
- Ensure effective communication from teachers, LSAs and peers.
- The school will continue to seek and follow the advice of LA services, including specialist school teacher advisers, Speech and language services, Educational Psychologist Service, Occupational Therapy Service and SEN inspectors/advisers, School staff

b) Physical environment

- The school will take account of the needs of pupils and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, acoustic treatment and colour schemes, and more accessible facilities and fittings.
- Ensure emergency and evacuation systems inform all children, alarms being visual and auditory.
- Ensure furniture is selected and located to suit all children.
- Ensure resources are selected to suit all children.

- Check to reduce background noise for hearing impaired children.
- Ensure the layout of areas allow access for all pupils.

c) Provision of information

- The school is aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.
- Ensure information is presented in user friendly ways to pupils with disabilities when working in groups.
- Provide written information in different forms as required.
- Ensure staff are familiar with technology and practices to support pupils with disabilities.
- Check preferences expressed by the pupils or their parents.

Linked Policies

This plan will contribute towards the review and revision of the following related policies:

- School Improvement Plan
- SEN code of practice
- Equality Policy
- Curriculum policies

Plan

To respond to any needs as they arise with appropriate actions and modifications ensuring that the provision meets the needs of all.

Date of Plan: July 2022

Date of review: July 2025

The Full Governing Body approved the plan on: 05.07.2022

The plan is available by email or enlarged print version, on request to the Head Teacher, and in other formats by arrangement. The plan can be viewed on the school's website, www.hiltingbury-inf.hants.sch.uk