

Accessibility Plan



March 2024-2027

Aims

- Increase access to education for pupils with disabilities in the three areas required by the planning duties in the Equality Act 2010.
- Increase the extent to which pupils with disabilities can participate in the curriculum.
- Involve disabled pupils, parents/carers, staff, governors and visitors in any decisions we make.
- Find out what barriers are faced by disabled pupils, parents/carers, staff, governors and visitors and make all reasonable adjustments to remove them.
- Explain how we make things fairer for disabled pupils, parents/carers, staff, governors and visitors.
- Demonstrate how the plan links to other equalities objectives and policies.
- Work in partnership.
- Monitor and evaluate the effectiveness of our actions, adjusting plans when necessary.
- Make sure we meet our legal duties.

The above aims will be delivered in a reasonable timeframe.

The governing board recognises its responsibilities to ensure that individuals with disabilities are provided with equal opportunities and will:

- Monitor recruitment procedures to ensure that individuals with disabilities are provided with equal opportunities.
- Provide appropriate support and provision to ensure that employees with disabilities can carry out their work effectively.
- Undertake reasonable adjustments to enable staff to access the workplace.

Objectives

What we will do	Milestones/key actions	When	Training	Cost
To ensure the needs and aspirations of groups are met and understood				
Seek advice and work with other agencies To ensure all staff receive suitable training.	Partners we work with. – Hearing Impaired Service. – Visually Impaired Service – Physiotherapy – Occupational Therapy – Autism Communication Team – Educational Psychology Service – Aspire Outreach Service – Parent Partnership Service – Specialist Inclusion Services SENDCo to complete annual surveys with parents of pupils with SEND which will then inform future action planning.	– SENDCo meets termly for planning and advice with – SIT, EPS to provision map the support to be offered – SENDCO meets on a termly basis with parents/carers to discuss progress and next steps for individual targets. – Pupil Progress meetings and provision map analysis ensures that all pupils' needs are being met.	Training as and when identified.	
Increasing the extent to which SEND & disabled pupils have access to the school curriculum				
All pupils regardless of SEND and or disabilities are offered a curriculum pathway that enables appropriate next steps for learning.	– The school has a clear and cohesive curriculum pathway model for all pupils at Herringthorpe Infant School. – Pupils are profiled to ensure that they are accessing the right pathway of learning.	– School to work in collaboration with specialist complex needs teachers from the LA to develop a curriculum pathway for complex learners. (Three year period of mentoring and support)	Training provided by the LA including: – Curriculum design for complex needs pupils	Accessibility Grant application to the Local Authority.
To ensure that staff are highly trained to deliver a holistic, robust and	– Training for staff on differentiating the curriculum.	– School to work in collaboration with specialist complex needs	Training provided by the LA including:	Accessibility Grant application to the Local Authority.

appropriately challenging curriculum for highly complex pupils.	– School to develop the skills needed to deliver a robust curriculum pathway accessible for <u>all</u> pupils	teachers from the LA to become trained in effectively delivering a curriculum pathway for all learners; with a focus on complex learners. (Three year period of mentoring and support)	– Intensive Interactions – Curriculum design for complex needs pupils – Attention Autism – Speech and Language Development	
To increase support for parents of children with a disability.	– We will sign post parents to sources of support. – Ensure that parents are aware of the information and resources available on the Rotherham SEND offer website and the Parents and Carer Forum.	– SEND review meetings or when support is requested or identified. – SENDCO to offer termly coffee mornings to support families and develop supportive networks.	– SENDCo to liaise with external agencies on a frequent basis and invite them to coffee mornings so that parents/carers are signposted to relevant and supportive services (including Early Help)	
To ensure that all pupils have full access to educational visits and extra-curricular activities.	– Range of resources so that the school environment can promote positive attitudes to disability. – Risk assessments identify any changes to support access.	– Tailored risk assessments will be written for visits, drawing upon external agency and parent/carers specialist knowledge. – Tailored risk assessments will be completed where needed for an after-school activity. –	– Evolve training for risk assessments. – Advice from partners when needed.	
Improving accessibility of the physical environment.				

To provide appropriate access to all users.	School knows the needs of users of the site. Classrooms – In the case of a child being temporarily or permanently in a wheelchair or with other physical difficulty ensure that the classroom furniture and access in general is reasonably adjusted to meet their needs (Risk assessment written when need arises). – The building is accessible as all on 1 level, ensure corridors etc are clear and allow access. – Be aware of any parents who may need help accessing school for any reason and make reasonable adjustment e.g. special seating arrangements at a concert or performance Toileting – Intimate care plans to be developed and agreed by all parties where appropriate. – Changing mat or disabled toilet to be used where needed	School DDA compliant when opened in 2009. Risk assessment undertaken when wheelchair user in school. As part of Governing Body H&S check. PEEP completed where appropriate to ensure that plans for a safe evacuation are in place. Assess when planning concerts.	Seek support from school building manager. Yearly.	
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To create bespoke areas for pupils to access.	Quiet/calm areas around school created. – Nurture Nook – designed as a small scale EYFS unit ensuring pupils have the same learning opportunity in a less busy space. – Sensory Snug – developed to support the regulation of pupils through a range of sensory experiences. – Communication Corner – designed to offer a quiet and calm space to access speech and language interventions either on a 1:1 basis or in small groups.	– Identify areas in school where these spaces can be based and create. – Timetable areas according to needs of pupils – Monitor impact of the spaces using both quantitative and qualitative data outcomes	– Advice from external advisors – Advice from parents/carers – working in collaboration to make bespoke areas.	
Making written information accessible in different ways				
To review levels of parental and pupil engagement in learning and school life, across all activities to ensure equity and fairness in access and engagement.	– A whole school approach to enhancing parental involvement by ensuring all school staff are clear about their roles and responsibilities. – All staff understand the possible barriers to involvement for parents of EAL learners, particularly those who are new to English. – School communications encourage a positive dialogue about learning for all parents/irrespective of a parents/carers first language	Termly workshops offered for parents/carers – analysis of uptake of parent/carers Organise and invite parents who speak languages other than English as their first language to an EAL parents’ evening (develop networking links so parents feel comfortable with this). Organise and invite parents who speak languages other than English as their first language to an EAL	Provide training for staff who are not confident in effectively supporting the parents/carers of EAL pupils.	

	– The school is supported by effective Parent Ambassadors - Parents of EAL learners have a voice by helping to establish parent networks in which they can use their first language.	group parents' evening focusing on a subject eg RWI, numeracy etc <i>This will be launched in the academic year 2024-2025.</i>		
To ensure that information is accessible to pupils.	– Every class displays a visual timetable. – IEPs are child friendly.	In place.		