



ACCESSIBILITY PLAN

MARCH 2022

This policy should be read in conjunction with the Gloucestershire County Council Exclusions pack available to Headteachers and Governors via the following link:

<https://www.gloucestershire.gov.uk/schoolsnet/your-pupils/exclusions>

Reviewed by:	Simon Millington
Agreed by FGB:	15 th March 2022
Review Cycle:	Every 3 years
Next Review due:	March 2025

Hatherley Infant School & Nursery Accessibility Plan 2022

We are committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Hatherley Infant School & Nursery plans, over time, to increase the accessibility of provision for all pupils, staff and visitors to the school. The Accessibility Plan will contain relevant actions to:

- Improve access to the **physical environment** of the school, adding specialist facilities as necessary. This covers improvements to the physical environment of the school and physical aids to access education.
- Increase access to the **curriculum** for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of the Equality Act 2010). This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist **aids and equipment**, which may assist these pupils in accessing the curriculum.
- Improve the delivery of **written information** to pupils, staff, parents and visitors with disabilities. Examples might include handouts, timetables, textbooks and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.

Attached are Action Plans, relating to these key aspects of accessibility. New Plans will be drawn up every three years.

We acknowledge that there is a need for on-going awareness raising and training for staff and governors in the matter of disability discrimination and the need to inform attitudes on this matter. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Single Equality Plan
- Staff Development
- Health & Safety (including off-site safety)
- Inclusion
- Special Needs
- Behaviour Management
- School Improvement Plan
- School Prospectus and
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The Action Plan for physical accessibility relates to the Access Audit of the School, which is undertaken by the Local Authority. It also refers to the Annual Premises Audit carried out by the Strategic Property Officer (Andrew Johnson). It may not be feasible to undertake some of the works during the life of this first Accessibility Plan and therefore some items will roll forward into subsequent plans. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.

The School Prospectus will make reference to this Accessibility Plan.

The School's complaints procedure covers the Accessibility Plan.

The Plan will be monitored through the Premises and Finance Committee of the Governors.

The school will work in partnership with the local authority

Hatherley Infant School Accessibility Plan

Improving the Physical Access at Hatherley Infant School

Item	Activity	Outcome	Timescale	Cost
Doors: improve ease of opening of all internal doors and ensure all doors to have a viewing panel	Audit of internal doors Adapt doors and/or door knobs as appropriate Change doors if no viewing panel	Classroom doors – improved ease of opening.	December 2018	£2000
Outdoor physical equipment.	Installation of physical activity equipment eg. trim trail, climbing apparatus etc	Improved opportunities to develop gross motor and core strength.	July 2018	£22,000

Improving the Curriculum Access at Hatherley Infant School

Item	Activity	Outcome	Timescale	Achievement
To improve PE provision for pupils with a physical disability.	Review new PE scheme. Adapt planning and ideas in order to ensure inclusion for children with physical disabilities.	Teaching and Learning in PE is adapted and pupils with physical disabilities are included.	Annual focus	Barriers removed – increase in access to PE curriculum.
An increasingly high proportion of children have identified SEMH needs	Additional provision including Pastoral support, sand tray play, lego play, use of calm boxes, fidget toys, yoga etc	Pupils with SEMH needs are supported in order to improve their readiness to learn and access of the curriculum.	Annual Focus	Barriers removed – increase in access to the National Curriculum.
An ever increasingly high percentage of children enter school with delayed speech and language,	Additional opportunities e.g. Talk Boost, SALT outcomes for children to develop speaking, listening and communication skills.	Improved progress and confidence to express themselves through speech and language/communication skills	Annual Focus	Barriers removed – increase in access to the National Curriculum.

limited vocabulary and frustrated at their inability to communicate effectively.	Support to widen vocabulary and speak in complete sentences with improved clarity and grammar. Speech and language intervention programmes Talk for Writing			
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Improving the **Accessibility of information** at Hatherley Infant School

Item	Activity	Outcome	Timescale	Achievement
Availability of written material in alternative formats or languages.	The school will make itself aware of the services available through the LA for converting written information into alternative formats e.g Braille, Google translate	The school will be able to provide information in different formats when requested.	On-going	Delivery of information to children and families improves.