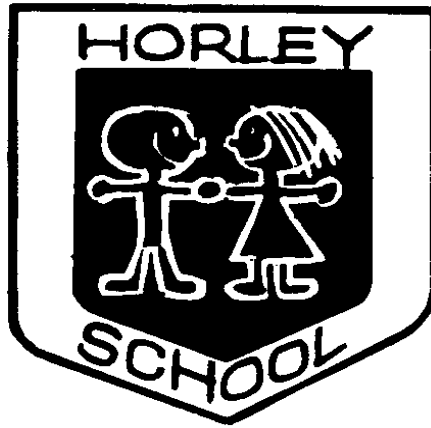


HORLEY INFANT SCHOOL



ACCESSIBILITY PLAN 2023

Initially Approved On:

September 2017

Reviewed On:

Autumn 2023

Staff Link:

Deputy Head

Next Review Date:

Autumn 2024

Policy Status				
Statutory (Work Programme)	Non-Statutory	Annual Review	Biennial Review	Triennial Review
✓		✓		

[FGB Review \(statutory policies only\):](#)

[Resources](#)

[Link Governor \(statutory policies only\):](#)

[John Prior](#)

Aims

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

- Increase the extent to which pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information

We aim to treat all the pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The plan will be made 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, diversity and inclusion with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan. 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.

Legislation and guidance

This document meets the requirements of [schedule 10 of the Equality Act 2010](#) and the Department for Education (DfE) [guidance for schools on the Equality Act 2010](#).

The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities. 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'.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with their peers who do not have a disability. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Aim	Current Good Practice	Objective	Action to be taken	Person Responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	The school has good transition links with parents, Pre-schools and other professionals.	To identify additional needs at the earliest opportunity.	SENDCo/ Reception leader to meet with all pre-schools to discuss additional needs	SENDCo SLT All staff	On-going	Staff will identify and respond to individual needs.
	The school offers an adaptive curriculum for all pupils. The curriculum is reviewed to ensure it meets the needs of all pupils.	For children to make at least expected progress.	Senior leaders linked to English, mathematics and foundation subjects to monitor the curriculum to ensure it is accessible and appropriately adapted/ scaffolded	SLT	On-going	The curriculum offer will be adapted enabling all pupils access.
	The school uses strategies, interventions and resources to enable children to access learning, such as; visual timetables, work stations, sensory toys, ear defenders.	To remove barriers to learning.	To ensure all classroom have access to sensory resources (fiddle toys), ear defenders	SENDCo	On-going	All children are able to access the curriculum alongside their peers.
	Where appropriate, children have access to adult support in order to access the curriculum. This is carefully managed to ensure that independence is encouraged and maintained.	To further develop TA expertise in scaffolding of children's learning to promote independence.	TA training	Headteacher/ SENDCo	On-going	Children will make good progress leading to an improvement in attainment.
Improve and maintain access to the physical environment	The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> ○ Ramps to access the building ○ Access to all areas of the school ○ Disabled parking bays 	All children can access all areas of the school independently.	Termly health and safety risk assessments	Headteacher SBM Governors	On-going	The school environment is safe and accessible to all

	<ul style="list-style-type: none"> ○ Disabled toilets and changing facilities 					
	<p>The school proactively plans sensory/ movements breaks.</p> <p>The school uses Sensory Circuits to support identified children. The Pod provides a 'break out' space to support regulation and co-regulation</p>	Children will be able to self-regulate and access learning.	<p>To plan Sensory Circuits training for all staff.</p> <p>To identify children who require sensory/ movement breaks.</p>	All staff	On-going	Children will be able to self-regulate and access learning
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to ensure information is accessible.</p> <ul style="list-style-type: none"> ○ Parents are aware of school website and staff keep it updated ○ All information to parents is easy to understand and current ○ The school uses several platforms to share information: website, email and Studybugs 	All children and their families are fully informed about what is going on in school.	<p>Review communication procedure</p> <p>Create a communication policy</p> <p>Adapt any communication methods if needed on an individual basis</p>	Headteacher Admin staff All staff	On-going	Pupils and families will have access to all relevant information

