

# BLACK HORSE HILL INFANT SCHOOL



## ACCESSIBILITY PLAN

11<sup>th</sup> June 2025

Approved by Committee \_\_\_\_\_

25<sup>th</sup> June 2025

Approved by Full Governing Body \_\_\_\_\_

C Brierley

Signed \_\_\_\_\_(Chair)

J Morris

Signed \_\_\_\_\_(Headteacher)



### School Vision

Together, our schools will: -

Nurture and empower our children to become creative, compassionate and confident citizens, in a diverse and ever-changing world.

### School Aims

Our school community will: -

- Have high expectations for all
- Inspire a passion for learning
- Provide an enjoyable, ambitious, coherent curriculum
- Develop positive relationships through collaboration
- Create a safe and happy environment

### School Values

All our children, staff and parents will share the same core principles of: -

- Respect
- Honesty
- Kindness
- Excellence
- Resilience
- Friendship
- Courtesy



## ACCESSIBILITY PLAN 2024-2027

We at Black Horse Hill Infant School believe that this Accessibility Plan is compliant with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. The Black Horse Hill Infant School Accessibility Plan has been drawn up based upon information supplied by the Local Authority (LA), and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reported upon annually in respect of progress and outcomes, and provide a projected plan for the three year period ahead of the next review date.

2. The Accessibility Plan is structured to complement and support the School's Equality Plan, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 and will advise upon the compliance with that duty.

3. 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.

4. Black Horse Hill Infant School 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. 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 auxiliary 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 hand-outs, timetables, leaflets and information about the School and school events. The information should be made available in various preferred formats within a reasonable time frame.

5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010.

7. The Accessibility Plan should be read in conjunction with the following policies, strategies and documents:

- Curriculum
- Equal Opportunities Policy
- Staff Handbook
- Health & Safety
- Inclusion
- SEND
- Behaviour
- School Improvement Plan
- School Prospectus and Mission Statement

8. The Accessibility Plan will be published on the school website.

9. The Accessibility Plan will be monitored through the Governing Body's Learning and Achievement Committee.

### IMPROVING ACCESS AT BLACK HORSE HILL INFANT SCHOOL

<u>PLANNING AREA</u>	<u>TARGETS</u>	<u>STRATEGIES</u>	<u>TIMESCALE</u>	<u>LEAD</u>	<u>SUCCESS</u>
<b>Physical Environment</b>	To ensure safe movement around the school for children and visitors with disabilities.	All outside doors to be accessed by ramps. Wheelchair lift in place in corridor. Corridors free from clutter.	On-going monitoring of corridors and ramps.	Headteacher	All areas of school to be accessible.
	Provision of disabled toilet/shower	Disabled toilet in school and accessible for pupils and adults.	In place	Headteacher	Disabled pupils have access to a disabled toilet and shower. This is risk assessed by Hertl for legionella risks.
	To provide changing facilities in F1 to meet the physical/medical needs of F1 pupils.	Apply for EYFS funding grant. £5,000 secured.	In place	Headteacher	Children still in nappies/pull-ups can be changed in F1.
	To ensure classrooms are wheelchair friendly.	Review furniture and organisation in classrooms on how accessible learning/resources are. Re-arrange furniture and order new furniture if needed. Take advice from OT.	In place		All classrooms can be accessed by children using a wheelchair.
	To ensure there are sufficient turning points for children in wheelchairs.	De-clutter corridors.	On- going	Headteacher	Easy access and mobility for wheelchair users.
	To ensure that wheelchair users are able to access lunchtime provision in the hall and sit with their friends.	Review seating arrangements in hall for inclusion. Provide appropriate adult support a lunchtime for disabled children.	On- going	Headteacher Midday Supervisory Assistant	Wheelchair users can eat their lunch with their friends and feel part of lunchtime provision.

	To ensure that children requiring specialist seating are able to access lunchtime provision and classroom learning	Specialist seating for the classroom and in the dining hall. Provide appropriate adult support a lunchtime for disabled children.	On-going	Occupational Therapist Midday Supervisory Assistant Class teacher Teaching assistant Physiotherapist	Children requiring specialist seating are able to eat their lunch with their friends and are able to sit with their peers during classroom sessions
	For children with medical needs and allergies to be accommodated in the hall. Allergy and Anaphylaxis Policy in place May 2024	Red band/photograph system for allergies in place. Inform parent/carers no nut or sesame products in lunchboxes.	On-going	Headteacher Midday Supervisory Assistant	Children with medical needs/allergies can have a school meal at lunchtime and sit with their friends.
	To ensure access to school events for people with restricted mobility, Wheelchair users or visual impairments.	To inform visitors/family of steps to take if they require special access or provision to attend school events.	As and when events are organised.	Head teacher Office Manager	All visitors can access school events.
	To provide disabled car park access.	Disabled car park access available for staff, parents and visitors as needed.	When necessary.	Head teacher Office Manager	
	Adaptations and changes put in place in classrooms for children with ASD or SEMH difficulties.	Staff to ensure that classroom environment limits sensory overload by keeping hanging displays and bright colours to a minimum Calm spaces to be created in classrooms. Break out spaces available. Sensory Programmes planned by OT .	On-going	Head teacher Teachers Teaching Assistants Occupational Therapist	Classroom environment meets the needs of all children in the class. Calm corners/safe spaces in classrooms if required. Safe space created in Sunshine room to provide ASD children with option of having time out of the classroom.

		Targeted adult intervention to develop coping strategies and time away from classroom. Personalised boxes to be accessed by children with anxiety to support self calming.			Classroom 6 used for break out space.
	Adaptations and changes put in place in classrooms for children with ADHD	Break out spaces available. Targeted adult intervention to provide movement/body breaks/heavy work and time away from classroom.	Ongoing	Head teacher Teachers Teaching Assistants Sports Coach	Classroom environment meets the needs of all children in the class. Break out space available. Body breaks Heavy Work Sensory Circuits
	Adaptations and changes put in place in classrooms for children with DCD	Targeted adult intervention to provide support to develop balance and core strength. Specialist seating is available. Sloping boards and anti-slip mats. Use of technology to record ideas - laptop, iPad and use of Clicker. Pencil grips, fine motor activities daily	Ongoing	Teachers Teaching Assistants Sports Coach Occupational Therapy	Classroom environment meets the needs of all children in the class.

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<b>Curriculum Access</b>	To provide Professional Development Opportunities for teachers/teaching assistants on differentiating curriculum.	Undertake and audit of staff and identify any training needs. Review SEN expertise subject knowledge during Performance Management sessions. Identify areas needed to develop.	Annually at Performance management and CPD audit  SEN Review took place  SEND audit from the LA	SENDCO	Individual children's needs will be met within the classroom and they will be able to fully access the curriculum.
	Training for Awareness Raising of Equality issues.	Training to raise awareness of disability as a protected characteristic.	On-going Equality and Diversity Training		Staff have a wider knowledge of the range of disabilities young people can have.
	To participate in Neuro-Diversity week	Children in school understand about different disabilities and that disability can be hidden and not visible.	Annually	Head teacher Teachers Teaching Assistants SENDCO	Raised awareness and acceptance of disability.
	To ensure that resources used in the classroom reflect diverse communities in the UK and include images of people with disabilities.	Use of a range of resources, toys and books which represent disabled people positively. Highlight to children key figures in society who are disabled and have made a significant contribution to society. Jigsaw PSHE scheme.	On-going	Head teacher Teachers Teaching Assistants SENDCO	Raised awareness and acceptance of disability.
	To ensure that the needs of SEN Pupils are met within the lesson.	Teaching staff identify and annotate on planning how the needs of SEN pupils will be met within the lesson. This will be shared with other adults in the room.	On-going	SENDCO	Individual children will have their needs met in the classroom by the provision of additional support, resources, or personalised tasks.
	Review of Teaching Assistant	Establish priority of support for children with learning SEN	Ongoing/ Termly review of provision	Headteacher SENDCo	Pupils will be well supported in the



	deployment to support children with particular needs across the school. Support for reading will be prioritised.	and learning difficulties.			classroom to access the curriculum. Individual needs will be catered for in lessons for example in PE.
	To improve the knowledge of teaching staff and teaching assistants on how to identify and support children with Autism and other specific learning difficulties.	<p>Access training from WKRS, Orrets Meadow, CAMHS and outreach service to support SEN pupils.</p> <p>Personalised boxes to be accessed by children with anxiety to support self calming.</p> <p>To provide opportunities for pupils to self-regulate through 'Heavy Work', body breaks, Sensory Circuits and a Sensory Diet.</p>	Ongoing	SENDCo Headteacher Learning Mentor Occupational Therapy	All staff will have a wider knowledge of how to include children with SEN in the curriculum and all children with ASD are successfully included in all aspects of the school life. Staff to participate in appropriate training. Professional external agencies are employed as necessary e.g. inclusion team, EP service, ASC team, SALT

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<b><u>Curriculum Access</u></b>	To improve and develop resources and provision for pupils with SEN and social, emotional and behavioural difficulties to help with their learning needs. Specific resources and sessions for children with ASD and behavioural difficulties.	Implement a sensory circuit for children with sensory processing issues. Teaching Assistant support in class and for targeted intervention.	Ongoing	SENDCo Headteacher Learning Mentor Private OT Private SALT	Pupils to have access to appropriate resources which will enable them to be included in the curriculum and support specific needs.
	To ensure pupils with physical disabilities have access to the curriculum.	Support from professionals to look at provision for pupils with physical disabilities. Explore technology which can assist pupils in accessing tasks such as writing. Use programmes such as Clicker, touch screen or eye gaze technology to promote inclusion. Use resources such as pencil grippers, sloping boards, Velcro pads and eye level resources.	On-going	SENDCo Headteacher Teaching Assistants	Pupils to have access to appropriate resources which will enable them to be included in the curriculum and support specific needs
	To allow pupils with physical disabilities to access PE lessons.	Use resources to allow access to pupils with physical disabilities. Differentiate equipment needed.	On going	SENDCo Headteacher Teaching Assistants Physiotherapist Sports Coach	Pupils with physical disabilities to be included in PE and playtime activities.

<b><u>Curriculum Access</u></b>	For appropriate paperwork to be put in place to plan, assess and review the progress SEN children are making in school.	Additional Support plans in place. Person centred Plans in place. Referrals to professionals actioned when additional support needed. Termly report on progress submitted to Governors. Half-Termly 'At a Glances' completed by teachers.	On going  Termly  Half Termly	SENDCo Headteacher Teaching Assistants Learning Mentor Outside Agencies	Pupils with SEN are included in their learning of the curriculum – provision maps in place and highlighted to support the needs of individual children  SEN children identified on planning  At a Glance sheets identify intervention and impact.
	For medical conditions to be managed in school to have as little impact upon the curriculum as possible for example injections, medication and physiotherapy.	Healthcare Plans to be written at the beginning of the year with parents/carers and reviewed annually. Training for staff working with children with medical conditions.	Annually	SENDCo Headteacher Teaching Assistants Learning Mentor Outside Agencies Parents/carers	All staff to be aware of children with medical needs and their needs are met within the classroom. Children are accessing fully curriculum provision.
	Review of staff deployment to support children with particular needs. Including the children with special educational needs and learning difficulties	Adult support is available during key times, e.g. lunchtimes, PE etc. Establish priority of support for children with SEN and learning difficulties in review meetings Appropriate and effective training by SENCO and outside agencies	On going	Headteacher SENDCo	
<b><u>Curriculum access</u></b>	To ensure that pupils with disabilities can attend and enjoy school trips.	Parents/carers notified and trip discussed before it goes ahead. Parent/carer invited to attend. Full risk assessment of trip/visit.	When required	Headteacher SENDco Classteacher	Children will be fully included in all trips/off site activities.

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<b><u>Delivery of written information</u></b>					
	To ensure all members of the school community can access information.	To continue to communicate with parents/carers using different methods, email, text and letter. Provide parents who have barriers to accessing school information with telephone/in person communication. Review school publications and explore different ways to present information.	On-going	Headteacher	All parents/carers have access to school information.