THE FEDERATION OF
HAZEL WOOD INFANT SCHOOL AND LYDLYNCH INFANT SCHOOL

Accessibility Plan

Introduction

This plan is drawn up in accordance with the planning duty in the Equality Act 2010.

Definition of Disability

Disability is defined by the Equality Act 2010:

"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 activities."

Key Objective

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

Principles

Compliance with the Equality Act is consistent with the school's aims and equal opportunities policy, and the operation of the school's SEN policy.

The school recognises its duty:

• not to discriminate against disabled pupils in their admissions and exclusions, 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

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.

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; endorses the key principles in the National Curriculum, which underpin the development of a more inclusive curriculum:

• setting suitable learning challenges

• responding to pupils' diverse learning needs

• overcoming potential barriers to learning and assessment for individuals and groups of pupils

Activity

a) Education & related activities
   The school will continue to seek and follow the advice of LA services and professionals from the local NHS Trust.

a) 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.

b) Provision of information
   The school will make itself aware of local services, including those provided through the LA, for providing information in alternative formats when required or requested.

Member of staff responsible: SENDCo and Headteacher
Governor responsible: Special Needs Governor

Current Good Practice

The school currently provides a broad and balanced curriculum which is adapted to meet the needs of all pupils, including those with disabilities. The school endorses the key principles in the national curriculum which underpin the development of a more inclusive curriculum. This ensures that pupils with disabilities can fully participate in all aspects of school life.

Objective	Actions to be taken	Success criteria	Person responsible	Timeframe
Ensure the curriculum is fully accessible to pupils with disabilities	Review the curriculum to identify any potential barriers to participation for pupils with disabilities. Consult with pupils, parents/carers and specialist support services to understand the needs of pupils with disabilities. Provide training for staff on adapting the curriculum and teaching methods to meet the needs of pupils with disabilities.	All areas of the curriculum are reviewed and adapted as necessary to remove barriers. Feedback from pupils, parents/carers and support services indicates the curriculum is accessible. Staff demonstrate confidence and competence in adapting the curriculum and teaching to meet the needs of pupils with disabilities	Headteacher and SENCo	Ongoing
Provide targeted support and interventions to enable pupils with disabilities to access the curriculum	Assess the individual needs of pupils with disabilities. Develop and implement personalised support plans, including 1-to-1 support, small group interventions, and assistive technology. Monitor the progress of pupils with disabilities and adjust support as needed.	Detailed support plans are in place for all pupils with disabilities. Pupils with disabilities demonstrate improved participation and progress in the curriculum. Feedback from pupils, parents/carers and staff indicates the support provided is effective.	Headteacher and SENCo	Ongoing