



## **Holtsmere End Infant and Nursery School Accessibility Plan**

**2026-29**

At Holtsmere End Infant and Nursery School we want all children to enjoy school, to be challenged and to achieve their very best in a safe and nurturing environment. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. This is reflected in our school ethos. We are firmly committed to our 'Happy Learners. Aiming High' statement. The achievements, attitudes and well-being of all our children matter.

### **Background**

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 brought together and replaced previous anti-discrimination legislation, providing a single legal framework for equality and discrimination. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation". According to the Equality Act 2010 a person has a disability if:

- (a) He or she has a physical or mental impairment, and
- (b) The impairment has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Under Schedule 10 of the Equality Act 2010, schools are required to prepare and implement an Accessibility Plan. The Accessibility Plan sets out how the school will increase the extent to which disabled pupils can participate in the curriculum, improve the physical environment of the school to increase accessibility, and improve the delivery of information to disabled pupils. The plan will be reviewed every three years, with progress against its objectives reviewed annually.

### **Our Aims are:**

- Increase access to the curriculum for pupils with a disability, medical condition or other access needs

- To improve the physical environment of the school to increase the extent to which pupils, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services.
- Improve the delivery of information to pupils, staff, parents/carers and other members of the school community

The Accessibility Plan has been developed and drawn up based upon information supplied by the Local Authority, and consultations with pupils, parents, staff and governors of the school. The document will be used to advise other school planning documents and policies and will be reported upon annually in respect of progress and outcomes.

The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the Local Authority will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty. The Accessibility Plan will be published on the school website. The Accessibility Plan will be monitored through the Governor Building and Finance Committee. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan. The Accessibility Plan may be monitored by Ofsted during inspection processes in relation to Schedule 10 of the Equality Act 2010.

Holtsmere End Infant and Nursery School is committed to providing an environment that enables full curriculum access that 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 adhering to the principles of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

The Holtsmere End Infant and Nursery School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school within a given timeframe and anticipates the need to make reasonable adjustments to accommodate their needs where practicable.

This Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Health & Safety Policy
- Special Educational Needs Policy
- Supporting Children with Medical Conditions and Administration of Medicines Policy

Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

We gather information about any disability or health condition in early communications with parents and carers of children who are new to school. For parents and carers of children already at the school, we ask parents to keep the school informed of any changes to the information they have provided.

### **How does the school deliver the curriculum to disabled children and young people?**

High quality teaching is in place for all pupils. Through planning for individual need, we aim to provide an inclusive approach so that all pupils can thrive. 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. This will be closely monitored and overseen the SENCO.

Classrooms are organised optimally to ensure easy access to resources and outside areas.

Lessons provide opportunities for all pupils to achieve, building on their current strengths and learning styles. Additional resources are utilised, and external advice sought, for example through the Speech, Language, Communication and Autism Team (SLCA), Early Years SEND Team, DESC outreach support or teacher of the deaf.

For pupils with visual or auditory impairments, adjustments will be made so that they are seated near to the front and have access to a range of resources.

For pupils with Speech and Language needs, support will be monitored by the SENCO and appropriate provision put in place in class. The NHS Speech and Language team will be contacted where it is deemed necessary to make a referral. Staff are trained to understand specific needs and respond appropriately, for example ensuring eye contact, using simple and familiar language and reinforcing spoken instructions with print, pictures, diagrams and concrete materials.

Specific Learning Difficulties (SpLD) are addressed through an internal intervention delivered by staff, based on the Hertfordshire 'Phonological Awareness' programme.

Widgit software is used across the school to ensure consistency in visuals.

All children are encouraged to take part in music, drama and physical activities. External staff are aware of any adjustments that need to be made.

We seek advice and support from the relevant professionals in order to ensure that we have made adequate and reasonable adjustments.

Occupational Therapy advice is sought specifically to address pupils' sensory needs. Parents are advised of courses to support children's sensory needs before a referral can be made in school.

Some areas of the curriculum present particular challenges, for example: PE for pupils with a physical impairment, however all reasonable adjustments are made to support as full an involvement as possible.

### **Does the physical environment of our school meet the needs of all disabled children and young people?**

There are no areas of the school to which disabled pupils have limited or no access at the moment. Wheelchair users are able to move around the school without experiencing barriers to access.

Travel routes and parking arrangements are safe, with a coded barrier in place to the car park.

Rooms are clearly named through the use of visuals and signs.

The school environment, including displays, are consistent and walls backed with hessian to ensure pupils are not over stimulated and a calm environment is created.

Areas are well lit.

Blossom Room is used to address pupils' sensory needs and is accessible for all pupils.

Individual children will have a Risk Assessment Management Plan (RAMP) should their physical or wellbeing needs mean they or others may be at risk.

Additional adults are deployed at break and lunchtimes should there be concern over a child's physical ability, so that they can access essential play alongside their peers.

The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this accessibility plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

### **How does our school deliver materials in other formats for disabled children and young people?**

Different forms of communication are made available to enable all disabled pupils to express their views and to hear the views of others. Access to information is provided in a range of different formats available for disabled pupils, parents and staff as needed, such as large print or audio format. Homework information is available in alternative formats when required.

A range of story books in different languages are available to our pupils with EAL.

Dyslexia reading strips and coloured paper are available for pupils who have completed a SNAP assessment, or may display early traits of dyslexia.

Where necessary, an interpreter may be accessed through the LA to support parents with English as an additional language.

### **Access Audit**

The school is housed in 1 separate one storey buildings. All entrances to the school are flat and all have wide doors fitted. The main entrance features a secure lobby and has been fitted with a low reception hatch; this being fully accessible to wheelchair users. The school does not have any dedicated visitor parking. Visitors to the school use on-street parking, however we do have 2 parking spaces reserved for disabled visitors. There are disabled toilet facilities near to the main entrance. These are fitted with a handrail and a pull emergency cord. The school has internal emergency signage and escape routes are clearly marked. Personalised evacuation plans are put in place as required.

### **Management, coordination and implementation and review**

- We consult with other professionals and services when new situations regarding pupils with disabilities are experienced.
- The Governors and Senior Leadership Team work closely with the Local Authority.
- We work closely with parents to consider their children's needs.

- The policy is reviewed annually and/or as children's needs change.
- The annual review is then shared with staff.
- We make links with other schools to share best practice through regular SENCO network meetings and other communications as needed.

## Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. If there are any complaints relating to the provision for pupils with access needs these will be dealt with in the first instance by the Headteacher. The SEND governor or chair of governors may be involved if the complaint is not resolved satisfactorily.

## Current targets

This plan shows our commitment to providing an 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.

| Target                                                                                                 | Action                                                                                                                                                                                                                   | Key Staff                           | By when  | Cost              | Desired Impact                                                                                                          | Monitored by                                              | End of Year review |
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| Curriculum<br>1. Ensure early identification and next steps of children with Speech and Language needs | Introduce and implement a screening programme for children displaying early signs of speech and language delay in Early Years. Invest in 'Speech Link' to screen and monitor key pupils within a S&L based intervention. | SLT/ Trained LSAs overseen by SENCO | On going | £375 + VAT        | Improved outcome for children with speech and language difficulties. Clear criteria to signpost children for referrals. | SLT/SENCo Using Speech Link data tracking and monitoring. |                    |
| Buildings<br>2.To improve the physical environment of the school to                                    | The school will take account the needs of pupils with physical difficulties and sensory impairments when                                                                                                                 | SLT and governors                   | On going | Dependent on need | Appropriate considerations have been made wherever physical                                                             | SLT, Governors                                            |                    |

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| <p>increase the extent to which pupils with a disability, medical condition or other access needs can access education and associated services.</p>                                                                     | <p>planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings.</p> <p>Create personalised risk assessments (RAMPs) and access plans for individual pupils. Liaise with external agencies, identifying training needs and implementing training where needed. Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out.</p> | SLT/Class teachers | On going | N/A                                                | <p>school improvements are carried out.</p> <p>Inclusion for all pupils.<br/>Safe evacuation in an emergency.</p>                                | SLT, Governors |  |
| <p>Building / Classrooms</p> <p>3. Ensure that classrooms are organised and accessible for all pupils including those with a disability and current restraints. Identify needs and actions for future improvements.</p> | <p>Plan classroom according to cohort and individual pupil need. Individual workstations available in each KS1 classroom.</p> <p>Organise resources within the classroom reflect need and desired outcome, e.g. promoting continuous provision in Yr 1.</p> <p>Incorporate accessibility into any proposed structured alternatives</p> <p>Provide quiet, low arousal spaces within each classroom</p>                                                                                                                                      | Teachers / SENCO   | On going | School budget as required per year group / subject | <p>Improved engagement from all pupils</p> <p>All pupils able to access learning opportunities</p> <p>Increased attainment due to engagement</p> | SLT            |  |

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| <p>Materials:<br/>Newsletters and Documents</p> <p>4. Availability of newsletters and documents in alternative formats for both children and parents.</p> | <p>Large print and audio formats as required</p> <p>Homework available in alternative format and use of ICT to be incorporated</p> <p>Use of visuals and symbols where necessary</p> <p>Option to translate for EAL parents.</p> | SLT / SENCO | On going | N/A | <p>Information readily available and easily accessed for all.</p> <p>Improved communication and awareness between the school community.</p> | SLT |  |
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