



Compassion Joy Perseverance Respect

'Live life in all its fullness' John 10:10

Accessibility Plan

Approved – July 2024
Next review – July 2027

Achieving Excellence Together

Accessibility Plan

Date of Last Review	July 2024
Responsible Person on Governing Body	
Lead Member of Staff	Amy Wichall (SENDCo)
Date of Next Review	July 2027

Vision Statement

At Hunton we believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to learn and achieve their potential.

This Accessibility Plan sets out how our school will increase access to education for disabled pupils, following its legal obligations, as set out in the Equality Act 2010, with particular focus on those pupils currently within Hunton.

Definition of Disability & Legal Background

According to the Equality Act 2010, a person has a disability if:

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

Under the Equality Act 2010 all schools must have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation including the DDA. The effect of the laws is the same as in the past, meaning that 'Schools cannot lawfully discriminate against pupils and staff because of sex, race, disability, religion or belief and sexual orientation'. We ensure that disabled pupils are not treated less favourably and take reasonable steps to avoid putting disabled pupils at a substantial disadvantage, this is known as 'reasonable adjustments duty'.

Needs

These may include:

Diabetes

All staff will be made aware of a child with diabetes and all necessary training provided to staff.

Visual Impairment (Including Visual Stress)

Any child with a visual impairment will be appropriately placed in the classroom and suitable material used to accommodate the difficulty. All steps will be taken to ensure full participation in all activities.

Hearing Impairment

Any child with a hearing impairment will be appropriately seated in the classroom and all steps taken to ensure their full participation.

Dyslexia

Appropriate strategies and materials will be adopted to enable children to be included in all learning and activities.

Autism

Appropriate strategies and materials will be adopted to enable children to be included in all learning and activities.

Allergies

All possible precautions will be taken to ensure children with allergies are protected and appropriate steps taken to ensure, should a reaction occur, medical needs can be dealt with safely and effectively.

Asthma

Children with asthma must have immediate access to an inhaler if prescribed by their doctor. This will be kept in the classroom and taken to PE lessons as well as out for break/lunch.

Specific Health Needs

Relevant staff will be made aware of children with specific health needs. These will be recorded in a Healthcare plan and advice sought from Medical Professionals as required. All teachers are made fully aware of the needs of children with a medical or learning difficulty.

Medication

Children requiring medication may continue to come into school providing they are fit enough to attend and do not carry the risk of infecting others. All medications will be stored in the locked cabinet in the school office or in a specific fridge if required.

ADHD

Appropriate strategies and materials will be adopted to enable children to be included in all learning and activities.

Physical Needs

All staff will be made aware of a child with physical needs and all necessary training provided to staff. Adjustments will be made where needed after advice has been sought from relevant services and risk assessments made e.g. ramps.

Mental Wellbeing

All staff will be made aware of a child who may need support regarding mental wellbeing and nurture staff deployed to support the child and advise class teachers. Support via the school counsellor or a referral to the school nurse team can be completed if necessary.

Three Focus Areas

School Curriculum

Increasing the extent to which disabled pupils can participate in the school curriculum; which includes teaching and learning and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits.

School Environment

Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Written Environment

Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled. We will also be considering how we can provide information to pupils and their families where English is not their first language.

Provision Consideration

This plan was based on the needs listed above and the access audit

- Preparation for entry to school.
- The curriculum - teaching and learning.
- Classroom organisation.
- Timetabling for individual and groups of children.
- Access to site facilities.
- Sports facilities.
- Access to school trips and residential.
- Access to clubs and extended day.
- Access to future buildings.
- Policies.
- Playtimes and lunchtimes
- Assessment and examination arrangements.
- Discipline procedures – rewards and sanctions.
- Preparation for the next phase of education.
- The ways in which information is shared including reports and a Parent's evenings.

Information Gathering

The school will endeavour, through a variety of means, to ensure that it has gathered as much information as possible about children, both before entering school and whilst they are on roll, in order to ascertain any physical or other impairment.

This is carried out through a the admission pack, visits to pre-schools or phone calls to the pupil's current school. Then an annual review of information held will be sent to parents for checking and the addition of any further information. Any information gathered verbally from a parent or guardian will be added to the information held, or if heard indirectly, will be checked with the parent/guardian for accuracy before being added.

ACCESSIBILITY PLAN 2024-2027

SCHOOL CURRICULUM					
CURRENT GOOD PRACTICE		<ul style="list-style-type: none"> Adapting the curriculum training has been completed by staff at Hunton, it is now our aim to embed these strategies into the whole curriculum. Please see our School Offer (SEN section of the website). Adaptions to the curriculum include access to visual timetables, task management boards, word mats, access to ICT. Training for specialist medical needs provided as required e.g. epipens, as appropriate for those pupils on roll. Healthcare Plans in place for all pupils with medical needs / disabilities, as appropriate. Health questionnaire for all pupils and medical register made available to all relevant staff. Detailed pupil information provided for all relevant staff. Continue to train staff for pupils with physical needs. Enhanced pastoral support for specific pupils. High Needs Funding applied for when needed. Work differentiated in pace, style and content. Transition meetings used to identify and plan for the needs of all new and existing pupils and to facilitate advanced planning. SENDCo identifies and co-ordinates provision of staff training related to needs of pupils on roll and in anticipation of needs of new pupils. Use of different styles of teaching and learning in classrooms. Use of PKS standards to monitor progress where appropriate. Learning Walls used to support classroom learning- these are regularly updated and referred to. Liaison with external services and agencies (physical, sensory, speech, learning, behaviour etc.). TA deployment to cover a mix of curriculum needs. Special arrangements made for SATS (extra time applied for, use of amanuensis). Specialist resources available to support specific needs (laptops, scissors, rulers, writing slopes, specialist seating). Pupils & parents involved in personalised plans. LA referral system (LIFT) used to maximise support available to pupils. Range of interventions provided for pupils with difficulties in Communication and Interaction / Cognition and Learning / Social, Emotional and Mental Health and Physical / Sensory needs- see SEN section of the website for more information. Each pupil has a trusted adult who they have chosen and can talk to. More equipment has been provided at playtime for those pupils who struggle with unstructured time e.g. boat, exercise equipment, undercover hut. 			
Targets	Strategies	Lead	Outcome	Timeframe	Monitoring
To continue to train staff to enable them to meet the needs of pupils with a range of SEN.	<ul style="list-style-type: none"> SENDCo to review the needs of pupils and provide training for staff as needed at both staff meetings and TA meetings. Key notes to be shared on weekly briefing. Interventions monitored throughout the year to aid training. 	SENDCo Head teacher Class Teacher Office Manager	<ul style="list-style-type: none"> Staff are able to enable all pupils to access the curriculum and make progress. 	Ongoing	
To continue to use contextual data to improve the ways in which we provide support to individuals and groups of pupils.	<ul style="list-style-type: none"> To hold pupil progress meeting 3x a year and evaluate data. To monitor achievement data in different groups and explore/action any issues. SENDCo to complete intervention analysis and complete next steps. 	SLT SENDCo Class teacher	<ul style="list-style-type: none"> All pupils are making good progress from their starting points. Progress of vulnerable groups is equal to other pupils. 	Ongoing Reviewed 3 x a year	

To consider how the class, groups and individuals are organized and being targeted to ensure that all pupils make progress.	<ul style="list-style-type: none"> Regular review of curriculum. High expectations of all students. SENDCo/ SENDCo assistant to carry out screening to help identify needs. Adapting the curriculum strategies being used. Staff using recommendations from EEF and mainstream core standards. Pupil progress meetings and SEN meetings. Observations to ensure children can access learning and have access to equipment/ adapted resources, where needed. Ongoing monitoring from SENDCo. Liaise with external professions e.g. SALT/OT to incorporate strategies and support within classrooms and around school with pupils who require specific equipment and adaptations. 	Curriculum leads SLT Class teachers Head teacher SENDCo	<ul style="list-style-type: none"> All pupils have equal access to a broad and balanced curriculum and make progress. Pupils thrive because the environment is suited to their needs. Individual pupils and groups are discussed at pupil progress meetings. 	Ongoing	
To ensure that all pupils are able to access all out of school activities. e.g. clubs, trips, residential visits etc.	<ul style="list-style-type: none"> To ensure that events can be adapted to include all pupils. Review of out of school provision to ensure compliance with legislation. Risk assessments in place including reasonable adjustments. 	Office Manager SENDCo	<ul style="list-style-type: none"> All providers of out of school education will comply with legislation to ensure that the needs of all pupils are met. 	Ongoing	
To provide specialist equipment to promote an adapted curriculum and participation for all pupils.	<ul style="list-style-type: none"> To assess the needs of the pupils in each class and provide equipment as needed. e.g. special pencil grips, headphones, writing slopes etc. Work and liaise with outside specialists e.g. STLS 	SENDCo Class teacher	<ul style="list-style-type: none"> Children will develop independent learning skills. 	Reviewed termly by SENDCo/Class teacher	
To meet the needs of individuals during statutory end of KS2 tests.	<ul style="list-style-type: none"> Pupils will be assessed in accordance with regular classroom practice, and additional time, use of equipment etc. will be applied for as needed. 	Headteacher SENDCo Class teacher	<ul style="list-style-type: none"> Barriers to learning will be reduced or removed, enabling pupils to achieve their full potential. 	Annually	
To continue to use pupil voice in decisions which affect them.	<ul style="list-style-type: none"> Pupil voice used when evaluating interventions. Pupil voice considered in school decisions. Pupil's given the opportunity to share their concerns, views and ideas. School council. Head boy and head girl. 	SENDCo Governors SLT Parents Class teacher	<ul style="list-style-type: none"> Pupil voice is central in the decisions within the pupil's school life. It informs policy and practice. 	Ongoing	
To continue to seek to involve parents in supporting their child's education.	<ul style="list-style-type: none"> Ensure parents have access to our school and the school's information. Parents invited to 2x parents evening and receive one written report. Class teachers have open door policy. All parents invited to school events such as celebration assemblies, class assemblies, open afternoons, SENDCo Socials etc. SEND parents invited to at least 3 meetings with the SENDCo across the year. 	SENDCo Governors Head teacher Class teacher	<ul style="list-style-type: none"> All parents see themselves within a partnership with the school and support their child's learning. 	Ongoing	

	<ul style="list-style-type: none"> • Parent questionnaire. • School website is kept up to date with recent information. Information is either emailed to parents or available upon request if needed. 				
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SCHOOL ENVIRONMENT

CURRENT GOOD PRACTICE

- Classroom environment clearly labelled and organized.
- Wheel chair access via main gate and staff entrance. School is built on one level – wheelchair access throughout the school.
- Audible fire alarm.
- Hall has had panels fitted to improve acoustics.
- Disabled toilet near reception / hall.
- Fold-up wheelchair available.
- Access to EYFS via DDA compliant door and ramp.
- Automatic lighting in reception area.
- Accessible entry via electronic gate.
- Interactive whiteboards fitted in all classrooms at an accessible height.
- Classroom furniture is at an appropriate height for each age group.
- Site can be accessed by all pupils.
- Members of staff, visitors or parents/carers have access to the staff car park for easy access to the school.
- The gate to the playground can also be opened to allow access to the playground.

Targets	Strategies	Lead	Outcome	Timeframe	Monitoring
To be aware of the access needs of disabled pupils, staff, visitors and parents/carers.	<ul style="list-style-type: none"> • Ensure the school staff and governors are aware of access issues ('access' meaning 'access to' and 'access from'). • Create access plans for individual disabled pupils as part of the SEND (Special Educational Needs and Disabilities) process. • Ensure a PEEP (Personal Emergency Evacuation Plan) is prepared and reviewed if someone at school (pupil or adult) becomes physically impaired. • Visuals around the school to help pupil's understanding and visual recognition. • SENDCo/ SENDCo assistant to carry out screening to help identify needs. 	Headteacher Office Manager SENCo Governors	<ul style="list-style-type: none"> • SEND objectives are in place for disabled pupils, and all staff are aware of pupils' needs. • Staff and governors are confident that needs are being met. • Continuously monitored to ensure any new needs arising are met. • PEEPs are prepared and reviewed as individual needs change. 	Ongoing/ as required	
To ensure that, where possible, the school buildings and grounds are accessible for all.	<ul style="list-style-type: none"> • Audit of accessibility of school buildings and grounds. From this, suggest actions and implement as the budget allows. • To ensure that all new building work has considered accessibility guidance. 	Headteacher Finance Manager Governors	<ul style="list-style-type: none"> • Modifications will be made to improve access • DDA is maintained or improved 	Ongoing	
To ensure a safe and successful whole school evacuation.	<ul style="list-style-type: none"> • Ensure all pupils and adults with a disability can be safely evacuated from the building in the event of an emergency. • Put in place PEEPs if needed. • Ensure staff are aware of their responsibilities 	Headteacher SLT FLO SENDCo	<ul style="list-style-type: none"> • Successful and safe evacuation. 	Ongoing	

	with Personal Emergency Evacuation Plans.				
To ensure all parents and carers have equal access to school information.	<ul style="list-style-type: none"> • Ensure all parents and carers have equal access to school information regardless of disability, internet access or EAL. • Website to state that written copies of content are available on request. • Parent questionnaires. 	Office Manager	<ul style="list-style-type: none"> • All parents feel equally informed and included. 	Ongoing	

WRITTEN ENVIRONMENT

CURRENT GOOD PRACTICE

- Information shared by email, letter and text for parents / carers.
- Parents are shared information face to face, via email or via telephone.
- Open door policy for parents to raise questions / concerns with staff.
- Promote other formats if required e.g. large print, other language.
- Resources are modified for exams where necessary.
- Risk assessments for individuals if necessary.
- SEN 'Advice and Support sheet' poster including local offer, helpful charities including numbers and email addresses is displayed on the noticeboard for parents to access outside the school office as well as on the SEN section of the school website.
- SEN section of the website has been updated to support parents and carers.

Targets	Strategies	Lead	Outcome	Timeframe	Monitoring
To ensure that all parents and other members of the school community can access information.	<ul style="list-style-type: none"> • Written information will be provided in alternative formats. • Provide information and letters in clear print in "simple" English. • School office will help parents to access information and complete school forms. • Ensure website and all document accessible via the school website can be accessed by the visually impaired. 	Office Manager Finance Manager	<ul style="list-style-type: none"> • All parents receive information in a form that they can access. 	As needed	
To ensure that meetings are as accessible as possible.	<ul style="list-style-type: none"> • To offer meetings (such as parent's meetings, SEN meetings, annual reviews) face to face, by phone, TEAMS or to send home written information. • Parents/carers can bring someone to the meeting to aid. 	SLT SENDCo Class teacher	<ul style="list-style-type: none"> • Parents are informed of pupil's progress. 	As needed/recommended	

Cross reference

Please also see the school SEND Policy, Health and Safety Policy, Equal Opportunities Policy and Admissions Policy.

Procedures adopted by the school in the event of wishing to exclude a child from part of the curriculum, club or school activity

Every possible effort will be made to include all children in all activities in the curriculum and those associated with the school but there may be circumstances when this is not possible.

These are:

- When health and safety of the child is at risk
- When the health and safety of another child is at risk