

ACCESSIBILITY PLAN POLICY

HATFIELD PEVEREL INFANT AND NURSERY SCHOOL



Inspiring a Love of Learning

APPROVED BY THE GOVERNING BODY: JANUARY 2026

POLICY TO BE REVIEWED: JANUARY 2029

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THIS POLICY WAS FORMALLY ADOPTED FROM JUNIPER EDUCATION: January 2026

1. LEGISLATION AND GUIDANCE

This *Accessibility Plan* is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the *Equality Act 2010*. The *Equality Act 2010* replaced all existing equality legislation, including the Disability Discrimination Act. Under the *Equality Act 2010* Hatfield Peverel Infant and Nursery School has a duty:

- Not to treat disabled pupils less favourably for a reason related to their disability, in fact our school aims to promote positive attitudes to disabled people and promote equality of opportunity for all.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to increase access to education for disabled pupils.

The School Governors are accountable for ensuring the implementation, review and reporting of progress of the *Accessibility Plan* which must be reviewed at least once every three years.

The *Equality Act 2010* states that 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* schools have a duty to make 'reasonable adjustments' to ensure that:

- Where a disabled pupil is placed at a disadvantage compared to other pupils, efforts are made to reduce/remove the disadvantage.

2. PURPOSE AND DIRECTION OF THE PLAN – VISION AND VALUES

At Hatfield Peverel Infant and Nursery School we are committed to ensuring equality of education and opportunity for disabled pupils, staff and all those receiving services from the school. We aim to develop a culture of inclusivity and diversity in which everyone feels free and comfortable to disclose their disability and to participate fully in school life. Our admissions policy does not discriminate against disabled pupils. We ensure that all staff are fully aware of the Equality Act 2010 and its impact.

The achievement of disabled pupils will be monitored and data will be used to raise standards and ensure inclusive teaching. We will make reasonable adjustments to ensure that the school environment is as accessible as possible. We will not tolerate harassment of disabled people with any form of impairment. We aim to enhance staff knowledge, skills and understanding through self-review and continuous professional development. We aim to meet every child's needs within mixed ability, full inclusive classes. We are committed to providing a secure, safe haven where everyone can flourish academically, socially and emotionally. Together, we aim to create a dynamic environment where learning is an adventure, curiosity is sparked and knowledge blossoms, inspiring a love of learning. We believe that pupils should feel happy, safe and valued so that they gain a respectful, caring attitude towards each other and the environment.

The purpose of this plan is to set out how the school will:

- Increase the extent to which disabled pupils can participate in the school curriculum and in extra-curricular activities;
- Improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services;
- Improve the availability of information which is accessible to disabled pupils.

3. STAKEHOLDERS

This plan was written by the Headteacher, in consultation with school leaders, governors, teachers, support staff, parents and pupils.

4. CONTEXTUAL INFORMATION/INFORMATION FROM ACCESSIBILITY AUDIT

Hatfield Peverel Infant and Nursery School is a two-form entry infant school with a nursery setting attached. We take from 2-7 year olds. The infant school was built in 1975. The school is entirely on the ground floor and entrances through all doors are without obstacles. The school has a disabled /visitors toilet with a hand rail and emergency pull cord. The school has emergency signage and escape routes are clearly marked.

We have a wheelchair ramp available on request for 'The Nest' (external cabin) which has one step. The wheelchair ramp is portable if needed elsewhere. Risk assessments are in place for a number of health and safety related purposes which are available on request.

This accessibility plan is linked to the following policies and documents which are available on our website:

- Health and Safety Policy
- Complaints Policy
- Equality Information and Objectives (Public Sector Equality Duty) Statement for Publication
- Special Educational Needs (SEN) Policy and Information Report
- Supporting Pupils with Medical Conditions Policy

5. ACTION PLAN

1. Increase the extent to which disabled pupils can participate in the school curriculum and in extra-curricular activities.					
Objective / Target	Current Provision / Practice	Strategies / Steps / Actions	Time Frame	Responsibility	Progress / Achieved / Success Criteria
To review all statutory policies to ensure that they reflect inclusive practice and procedures.	Policies when reviewed make reference to and comply with the Equality Act 2010.	Review policies that need to be updated make reference to and comply with the Equality Act 2010.	Ongoing	Headteacher SLT Governors	All policies clearly reflect inclusive practice and procedures.

To ensure access to the curriculum for pupils with a disability.	Adaptations are made where needed. Resources tailored to the needs of individual pupils. Eg. IPads, coloured overlays, word mats, scissors, writing slopes, specialised seating, hearing loops, larger font books etc. Curriculum resources include examples of people with a wide range of disabilities. Curriculum progress is tracked for all pupils, including those with a disability. Targets are set effectively and are appropriate for pupils with SEN. High need SEN follow an individual curriculum based on need. Academic progress is recognised, supported and celebrated for all pupils, including those with disabilities.	Ensure all pupils's achievements are celebrated. Increase range of assessment and progress evidence gathered for pupils with disabilities. Increase staff knowledge and confidence in supporting pupils with high needs SEN. Purchase more curriculum resources including people with a wide range of disabilities. Introduce target tracking via Provision maps – Cherry Garden. One page profiles/one plans/ passports on Insight for pupils with SEN/disabilities. Provision maps monitoring progress of interventions. Intimate care plans.	Summer 2026	SENCo	Train teachers and LSAs on target tracking provision maps.
To provide staff with relevant training to support pupils in the school with disabilities.	Specific training is organised for staff as necessary. Eg. ASD through SEN courses and all staff have access to Creative Education.	To continue with good communication – cascaded to other staff.	Ongoing	SENCo	Staff expertise fully utilised. Communication is effective. Staff trained to support individual needs.

	Good communication between all staff involved with individual pupils.				Raised staff confidence in adaptive teaching. Increased pupil participation.
To use ICT software to support learning.	Software is installed where needed. Apps are reviewed and recommended. Training of LSAs	Ensure named pupils have access to ipads (cost involved)	As required	Headteacher SENCo	Wider use of iPads and software within classrooms. LSAs confidence levels increased.
To ensure that pupils have access to school visits, experiences and wider curriculum irrespective of attainment or disability.	Communicate with parents/carers about individual needs of pupils. Individual risk assessments.	Continue with good communication with parents/carers.	As required	Headteacher Office SENCo	Ensure all pupils and parents/carers have equal access to visits, experiences, and wider curriculum.
To further promote positive pupil attitudes towards disability.	Use a range of opportunities to provide disabled role models. Promote positive images. Assembly focus on disability and inclusivity. Collections for disability charities. Liaison with external agencies.	More opportunities offered.	Ongoing	Headteacher/Subject Leaders SENCo	Ensure that disabled pupils and parents/ carers do not feel discriminated against. Teach pupils to be tolerant and understanding.

2. Increase the extent to which disabled pupils can participate in the school curriculum and in extra-curricular activities.

To ensure any adaptations/ expansions meet the requirements for disabled access and usage.	Work with ECC with due consideration for disabled usage. Currently working alongside contractors associated with new build of St.	Continue to work with ECC and contractors as required.	Ongoing	Headteacher	Access needs of disabled pupils, staff, parents/ carers, governors and visitors are met.
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	Andrew's Junior School.				
To meet the needs of disabled families and disabled members of the local community who access the school premises for special events.	Risk assessments for school events take into account the possibility of disabled people attending.	Add a sentence to invitations requesting that anyone who has a specific need should contact the school office.	Ongoing	Headteacher SENCo Office team	When alerted to a specific need, able to demonstrate reasonable adjustments have been put into place.
To ensure all disabled pupils can be safely evacuated from the building.	Risk assessments in place for individual pupils. Portable wheelchair ramp available when needed.	Put in place Personal Emergency Evacuation Plan (PEEP) for all pupils with physical disabilities (VI/HI) All staff aware of the content of the PEEPs and fully understand their responsibilities.	Ongoing	SENCo	All disabled pupils and staff working alongside are safe in the event of a fire or evacuation.
To ensure that the medical needs of all pupils are met fully within the capability of the school.	Communicate with parents/carers, liaise with external agencies where needed, particularly health. Identify training needs and establish individual protocols as needed.	Ensure all office staff are trained to the same level/ communication is key. Office meetings – medical and vulnerable included	Ongoing	Headteacher Office Admin	Demonstrate good communication throughout school and with external agencies to ensure medical needs are fully met.
To ensure that all pupils are able to participate in extra curricular, external clubs and activities.	Communicate with parents regarding individual needs and making reasonable adjustments i.e extra staffing, parent invited, resources available. Lunch time and break time	Question newly set up external clubs registration provision to include pupils with SEN/disabilities. Ensure parents/carers are aware that external clubs have their own risk assessments and SEN/disability	Ongoing	Headteacher SENCo External clubs	Demonstrate good communication throughout school and with external companies to ensure individual needs are fully met.

	provision and supervision. Support given for social and emotional needs through interventions, time to talk, regular check ins with staff, Essex Therapy Dogs.	information is shared ahead of club starting.			
3. To improve the availability of information which is accessible to disabled pupils					
To enable improved access to and delivery of information for pupils, parents and visitors.	Our school uses a range of communication methods to ensure information is accessible including: Internal signage Large print resources Braille (available when needed) Induction loops (available when needed) Pictorial and symbolic representations Communication in person or by telephone Makaton Support from Visual Impairment Team (PNI team)	Increase the range of accessible content on the school website in conjunction with SENCo and website provider including adding details of visual timetables, social stories and photo guides.	Ongoing	Headteacher Senco Website provider	More SEN friendly resources to be published on website.

To review information to parents/carers to ensure it is accessible.	Provide newsletters in print, can be enlarged. School office proactive in supporting families to access information and complete forms.	Find out during induction meetings if parent/carer needs support.	Ongoing	Headteacher Office staff	All parents/carers to receive information in a form that they can access.
To develop a voice for disabled pupils and parents/carers of the local community.	Pupil voice includes pupils with disabilities. Pupils contribute views to one plans/one page profiles. Use of talking buttons/talking mats to support pupil voice. Regular dialogue with parents/carers of disabled pupils, gauging opinions on the school's level of provision.	Personalise pupil questionnaires for pupils with disabilities. Regular reviews of how school provision can be improved in general.	Ongoing	SENCo	Child demonstrates confidence and positive self-esteem when offering ideas. One page profiles amended if needed. New targets set as needed following on from informal dialogue/questionnaires with parents/carers.

6. Monitoring and Evaluation

The plan will be reviewed within three years. Ongoing monitoring of the progress towards the targets and the impact of the plan will be carried out by the Headteacher, Senior Leadership Team and Governors.

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