

Our Vision and Aims



At the heart of all we do are our children. We would like them to enjoy their childhood and be valued for their individuality, culture and heritage. We would like our children to go into the wider world as well rounded, happy, healthy and responsible citizens who care for the world and all the people who live in it. We strive for every child to be aspirational and forward thinking in all they do, and remain life-long learners who are reflective, resilient and adaptable to the challenges of life in the 21st century.

In addition to our vision statement above, we also aim to treat all stakeholders, including pupils, prospective pupils, staff, governors and other members of the school community favourably and, wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life.

Legal Background

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010.

Under the Equality Act 2010 schools should have an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. 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:

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

The purpose of this plan is to show how Halfway Nursery Infant School is able to meet the needs of pupils, staff, parents and visitors regardless of disability in the three areas required by the planning duties in the Equality Act:

1. Increase the extent to which disabled pupils can participate in the curriculum (this 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)
2. Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided (this includes improvements to the physical environment of the school and physical aids to access education)
3. Improve the availability of accessible information to disabled pupils

Definition of Disability

The Equality Act 2010 defines an individual as disabled 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 undertake normal day to day activities. Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Contextual Information

The school consists of four single story buildings of varying ages - ranging from the main building which was built in 1877 to the newer modular classrooms. We have disabled facilities and toilets, and wheelchair access is available into all classroom buildings. We do not have a car park on site, although all areas of the school playgrounds are accessible to wheelchair users.

Disabilities and medical needs at Halfway Nursery Infant School

The school has pupils with a range of disabilities which include moderate and specific learning difficulties. We also have a number of pupils who have medical needs. All staff are aware of these pupils and the vast majority of staff are fully first aid trained, including numerous members of staff with paediatric first aid training. Medication such as allergy medication and asthma inhalers are kept securely in a medical cabinet in the classroom for ease of access by staff if needed, and other prescribed medication is stored and administered centrally in the school office. Administration of Medicines consent forms are filled in by parents/carers outlining the illness, medication, dosage and time of medication etc. and all medication that is administered is also recorded.

Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010. Any work must have regard to access regulations including the provision of signs and decoration irrespective of any targets set out below.

1. Improving access to the physical environment

Category	Targets	Comments	Strategies	Outcome	Time Frame		
					Short	Medium	Long
External areas	To continue to improve physical accessibility and improve and maintain existing features,		Intercom to be fitted to Nursery entrance gates.	Identified areas to increase physical accessibility and areas that could be improved and maintained. External routes are accessible and reasonably practicable, including level All building work has considered accessibility guidance.		*	
	School is aware of access needs of disabled pupils, staff and visitors		Access plans as appropriate for individuals	Individual plans in place for all disabled pupils/staff and all staff are aware of all pupils' access needs	Ongoing		
Entrances and exits	Improve access to evacuation routes in the main building	Victorian school building	Corridors and fire escapes are kept clear Continue with maximum capacity in the hall for performances/assemblies	Safety in the school building at all times 150 maximum capacity in the hall Regular fire drills ensure school evacuated quickly and safely	*		
	Improve access to Nursery building	Pathway is uneven	Re-lay pathway/slabs up to Nursery to improve access to this building	Path is even and can be accessed easily			*

2. Improving access to the curriculum

Curriculum Objective - As a school, we aim to ensure that all pupils have access to a broad and balanced curriculum appropriate to the individual's needs and ability and that pupils with SEND needs are able to take as full a part as possible in all school activities. We assess and personalise our curriculum as and where necessary for individual pupils.

Category	Targets	Comments	Strategies	Outcome	Time Frame		
					Short	Medium	Long
Increase access to the curriculum for pupils with a disability	Reviewing the enrichment curriculum to ensure it meets the specific needs of all pupils and address any barriers to learning for the children	Our school offers a differentiated curriculum for all pupils We use resources tailored to the needs of pupils who require support to access the curriculum	School is aware of access needs of disabled pupils, staff and visitors Access plans as appropriate for individuals	Enrichment activities are broad and balanced and meet the SEMH needs of our students Individual plans in place for disabled pupils and all staff are aware of all pupils' access needs	*		
	Review our assessment system for children with SEND	Curriculum resources promote inclusion SEND Curriculum progress is tracked for all pupils, including those with a disability	Refine our assessment system to ensure that smaller steps of progress are monitored, tracked and celebrated for pupils with specific educational needs	Assessment systems in school accurately records attainment on personalised curriculum and progress towards it		*	
	Training for TAs to ensure they have training to support the children across school fully	Targets are set effectively and are appropriate for pupils with additional needs The curriculum is reviewed to ensure it meets the needs of all pupils	Training package and sessions organised for TAs via SEND Leader e.g. trauma informed training, de-escalation techniques, SEMH needs, Speech and Language etc.	Raised confidence and skill in support staff team to support children with SEND and move their learning forward.	Ongoing		
	Continue use of 1 page profiles for children with needs and use of Sheffield SEND graduated response paperwork to monitor plan, review, do cycle and need and provision.	Personalised plans in place for students who need adaptation due to disability etc. and require a modified curriculum	Class teachers to be fully involved with this paperwork and all reviews to ensure joint working with multi-agencies incl. joined up working with SEND lead at Halfway Junior Infant School	All staff aware of individual pupils' needs. Raised partnership working and raised staff confidence in strategies for differentiation and increased pupil participation	Ongoing		

3. Improving access to information

Category	Targets	Comments	Strategies	Outcome	Time Frame		
					Short	Medium	Long
Improve the delivery of information to pupils/parents etc. with a disability	Review information sent out to parents/carers etc. to ensure that it is accessible	Identify needs from induction meeting with parents/carers	<p>Review all letters home to check use of grammar and clarity of information etc.</p> <p>Paper copies available to all parents/carers who cannot access the digital copy and ask for them.</p> <p>Hearing assistance provided where needed</p> <p>Availability of written material in different formats</p>	All stakeholders receive information in a format they can access to improve communication and engagement with school	Ongoing		
	Inclusive discussion re access to information in all Annual Reviews		<p>Ask parents/carers and pupils about access to information and preferred formats in reviews.</p> <p>Seek translators where necessary.</p>	School more aware of preferred methods of communication.	Ongoing		
	Review use of communication aids for children and families to access learning incl. remote learning	Our school uses a range of communication methods to ensure information is accessible, and we aim to provide a consistent offer across school, with improved access for parents/carers	<p>Staff are able to more fully meet the requirements of children's needs with regard to accessing the curriculum</p> <p>Increase the use of ICT as a medium to support communication through investment in additional devices for teachers and through use of Communication in Print in the classrooms</p>	<p>Following in place to support our school community -</p> <ul style="list-style-type: none"> • Pictorial or symbolic representations • Improved internal signage • Use of Communication in Print • Large print resources • Visual timetables <p>Tapestry used by all parents/carers to ensure accessibility of information relating to teaching and learning, both at home and at school.</p>	Ongoing		

If you have any concerns relating to accessibility in school, this procedure sets out the process for raising these concerns.

Monitoring arrangements - This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be approved by the Governing Body and the headteacher. A key performance indicator will be the extent to which disabled students can participate in curriculum and other school activities.

Links with other policies - This accessibility plan is linked to the following policies and documents; Risk assessment policy, Health and safety policy, Equality information and objectives, Special Educational Needs and Disabilities (SEND) information report, Supporting pupils with medical conditions policy etc.