

Merry Hill Infant School and Nursery



A Happy Face, A Learning Place, A Growing Space

Accessibility Plan 2023

Written/Review By	Review Date	Approved By	Approved Date	Date for Next Review
Fay Summers		Full Governing Body		

Merry Hill Accessibility Plan ~~2023-24~~²³

One of the main benefits of inclusive education is the recognition and nature of diversity in communities. Inclusion brings different children together in a classroom, and through carefully planned and adapted provision, allows everyone the opportunity to grow and learn. We have dedicated time to training our staff and developing our practice here at Merry Hill and we believe that inclusion is a strength of our school.

Taken from the Merry Hill Infant School SEN Information Report to Parents:

Merry Hill is subject to the general "Equality Duty" under the Equality Act 2010. We are committed to adapting our learning environment and teaching strategies as appropriate within budget constraints as recorded on our Accessibility Plan.

Specific resources such as adapted toilet seats, handrails, steps for sinks are provided following consultation with parents in order to make the environment more accessible. Placement of a pupil's work place or seating area is carefully considered to take into account any visual or auditory needs. Clear markings may be added to discriminate obstructions, such as pillars or the edge of steps for a pupil with a visual impairment.

We have a Sensory Room where any pupil can go with an adult if needing support to self regulate or as a sensory stimulus according to their needs. Every classroom has a Mindfulness Area containing sensory toys which all pupils have access to and can use when they need a calming space within their classroom.

We always recommend that parents make an appointment to visit our site to make their own assessment of suitability and discuss any specific requirements. We will also liaise with external professionals involved with your child to gain further advice on how we can make the learning environment accessible to all children.

ACCESSIBILITY PLAN Merry Hill Infant School and Nursery Academic Year 2022-23

A) Improving access to learning

The school will continue to seek and follow the advice of LEA services, such as specialist advisory teachers and also relevant health professionals to ensure the best possible learning environment for all children.

	Target	Action	Key staff	By when	Cost	Desired impact	Monitored by / how/when	End of Year Review
	To ensure that all staff can effectively support the diverse needs of all children	<ul style="list-style-type: none"> Therapeutic Approaches to Behaviour training for all staff. Trauma and attachment training for all staff. Annual Therapeutic Thinking training for all staff including refresher sessions when necessary Hertfordshire Autism Training for all staff SENCO Assistant to work in classes across the school to model inclusive approaches to both teaching and support staff Personalised planning for pupils with additional needs as appropriate Implementing and upholding Zones of Regulation in all classes (resource packs and lanyards for all staff). Effective transition between settings – senco to senco or Seneco Assistant visits to settings. Achievement of Inclusion Award Annual questionnaires to all staff to identify CPD needs 	F. Summers	<p><u>March 2023</u></p> <p><u>Within first 2 weeks of induction for new staff</u></p> <p><u>May 23</u></p> <p><u>Nov 23</u></p> <p><u>Nov 23</u></p> <p><u>Sept 23</u></p> <p><u>Sept 23</u></p> <p><u>On-going</u></p>	<p>Cost of training</p> <p>Inclusion Award £2500</p>	<p>All staff will be confident to support the various needs of the children they work with.</p> <p>Staff will know where to seek support should they need it.</p> <p>Children who are supported well emotionally and socially will thrive more academically</p> <p>Inclusivity</p> <p>Ensure children with SEND make at least good progress in all areas</p> <p>Staff will be well informed of pupil needs</p> <p>Staff will support specific pupils using a consistent approach</p>	<p>Head Teacher</p> <p>SENCO</p> <p>SLT</p>	
	To ensure advice from outside agencies is well communicated and put into place	<ul style="list-style-type: none"> Discussion with parents and consent sought Referral by Senco to outside agencies Face to face liason with outside agencies by Senco/ Seneco assistant To monitor impact of interventions/ strategies every 6 weeks Staff to observe exemplary practice in other classes 	F. Summers	<p><u>Dec 23.</u></p> <p><u>Feb 24.</u></p> <p><u>June 24</u></p> <p><u>Spring term 23</u></p> <p><u>On-going</u></p>	N/A	<p>Effective communication</p> <p>Pupils will receive recommended support and will make good progress from their starting point.</p> <p>Support staff will feel confident to implement support.</p> <p>Shared accountability for pupil progress and success</p>	<p>Head Teacher</p> <p>SLT</p> <p>SENCO</p>	

	Support the attendance (focus on vulnerable groups) of pupils with attendance below 96%	<ul style="list-style-type: none"> Staff to raise attendance concerns with office Information shared with parents via MHM about the impact of poor attendance on learning Admin to monitor attendance half termly Parents receive letters home to alert them to the attendance of their children. Parents/carers will be invited to attend meeting to discuss reasons for low attendance. School will offer pastoral support (in house or through family support worker) to improve attendance. Attendance will form part of APDR discussions with parents termly 	Head Teacher Assistant Head Head Teachers	On-going <u>Nov 23</u> <u>Dec 23</u> <u>Apr 24</u> <u>Jul 24</u>	As required	Improved attendance will have a positive impact on progress and attainment. Regular monitoring of families with poor attendance will also ensure that there are no safeguarding issues.	Head Teacher Assistant Head Teachers Admin – Mrs Krangle	
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B) Improving the Physical Environment

The school will take account of the needs of pupils with SEND and visitors with physical difficulties and sensory adjustments and will make adjustments when planning and undertaking improvements of the site and premises.

	Target	Action	Key staff	By when	Cost	Desired impact	Monitored by / how/when	End of Year Review
	To create an environment that enables the participation of all pupils	<ul style="list-style-type: none"> Sensory audit Environmental audit Designated work area for specific pupils Mindfulness areas in every classroom Visual resources to support self regulation Installation of locks in out of bounds areas Installation of stair gates to reduce number of pupil exits/ entrances within the environment Install adapted toilet seats where needed Ensure steps are stored under sinks where pupils can access them 	All staff Site Manager	<u>Sept 23</u> <u>Sept 23</u> <u>Sept 23</u> <u>Nov 23</u> <u>Sept 23</u> <u>Sept 23</u> <u>Sept 23</u> <u>Sept 23</u> <u>On Going</u>		Barriers to learning are reduced Routines are established School environment promotes effective learning and distractions are minimized Pupils with limited mobility have access to all areas.	Headteacher Site Manager	

	To create sensory areas allowing time for pupils to regroup/ break without leaving completely.	<ul style="list-style-type: none"> Sensory room located in EYFS accessible to any pupil presenting sensory needs. Mindfulness areas in all classrooms New playground areas – sand, coloured hut, sensory pathways Sensory bags in each classroom 	All Staff	<p>On going Sept 23</p> <p>May 24</p> <p>Sept 23</p>		<p>Inclusivity</p> <p>All pupils enjoy playtimes</p> <p>Pupil behaviour is consistently good</p>	Headteacher	
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C) Improving the provision of information with all stakeholders

The school will ensure effective communication with all stakeholders and will take account of the needs of parents and visitors with English as an additional language **but also those with speech and language needs (those with English as first/only) language; and those with literacy needs who cannot access written communication; and those with learning needs who may not understand SEN processes** by making adjustments when communicating with them.

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Target	Action	Key staff	By when	Cost	Desired impact	Monitored by / how/when	End of Year Review
To ensure effective communication with parents and stakeholders	<ul style="list-style-type: none"> Blogs Online Learning platforms – Tapestry and Seesaw Specific days to email parents Communication questionnaire sent to parents. 	All staff	<p>Weekly</p> <p>Wed and Fri Nov 23 On Going</p>		Key stakeholders will be fully informed feel involved in the learning of the children.	SLT	
To adapt communication for parents with English as an Additional Language	<ul style="list-style-type: none"> Messages delivered face to face where possible Invitation to meet with class teacher to discuss information shared Encouragement of an English speaking friend or relative at parent meetings. Use of interpreter service where necessary? Written messages simplified to key prompts with visual support. Signposting to SENDIASS for impartial support at school meetings if necessary/necessary for parents with learning needs. 	All staff	<p>Daily gate book EYFS</p> <p>Fortnightly email to parents sent from DSPLe On going</p>		<p>Parents feel able to seek support from school</p> <p>Pupils from homes with EAL are fully included in the life of the school.</p>	SLT	

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