Hamp Nursery and Infants School
Accessibility Plan 2026-27

The Purpose of this Plan
This plan shows how Hamp Nursery and Infants' School has and will continue to maintain, as well as increase where necessary, the accessibility of our school for disabled pupils, staff, parents/carers and visitors.

Definition of disability
A person has a disability if he/she has a physical or mental impairment that has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Contextual Information
The school comprises of the original 1950s building which when built had two classrooms and a school hall. The main building was extended in 2006 to include a further four classrooms. More recently the building has again been modified to accommodate a further two classrooms, new staffroom and office spaces. The main school building is on one level with 2 further outside rooms, which have a ramp with handrails suitable for wheelchair access. These classrooms have shared toilet facilities. These outside rooms are not currently used a classrooms but can be used for group work and meetings. Six of the classrooms within the main building all have their own toilets. There is also a disabled toilet and changing facilities in the main building adjoining the main toilets.

There are currently 1 pupils, members of staff or parents who are wheelchair dependent in school.

Current Range of known disabilities and additional needs
The school has children with a range of disabilities/additional needs which currently include; moderate learning disabilities; developmental delay; speech and language needs; high SEMH needs; Communication and Interaction needs; ASC; ADHD traits; and some medical conditions such as Chromosome deletions, Cystic Fibrosis, severe allergies, bowel conditions and asthma.

Parents are asked to inform the school of their own disabilities/additional needs at school entry induction meetings.

Areas of planning responsibilities

1. Increasing access for disabled pupils to the school 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. Improving access to the physical environment of schools (this includes improvements to the physical environment of the school and physical aids to access education)

3. Improving the delivery of written information to disabled pupils (this will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils). The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe

1. Increasing access for disabled pupils to the school curriculum.

Improving teaching and learning lies at the heart of the school's work. Through self-review, staff appraisal and Continuous Professional Development (CPD), we aim to enhance staff knowledge, skills and understanding to promote excellent teaching and learning for all children. We aim to meet every child's needs within highly differentiated inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children have always been permitted to attend age relevant after school clubs, leisure and cultural activities and educational visits.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Continue to advocate accessibility for all pupils and to train staff to enable them to understand and meet the needs of children with a range of SEND.	Curriculum is highly differentiated within ability classes. Class structure designed to support range of learning styles. Higher ratio of adult support within classes with SEND pupils. Be aware of staff training needs on curriculum	On-going	SLT/SENDCo and class teachers, Teaching Assistants	Raised staff confidence for strategies for differentiation and increased pupil participation. Staff trained appropriately

	access continuing CPD – Moving and Handling; TEAM TEACH, Mastering Numbers, Numicon, Little Wandle ILI, Working Memory, Sensory Processing, Inclusive Communication Training SLCN. Continued embedding of of Pupil Passports/ Provision plans for SEND Use of Somerset Graduated Response Tool. SEND pupils clearly marked on teachers planning. Provision Planning for areas of SEND. Annual SEND Planning meeting. External agency support/training as required.			
Availability of specialist equipment to promote participation in learning by all pupils.	Assess needs of pupils and obtain equipment as needed e.g. fiddle toys, weighted cushions, sensory processing equipment; pencil grips, coloured overlays, etc.	As required.	SENDCo Class Teachers	Children will develop independent learning skills and have increased participation.

Use ICT software to support learning	Use of Clicker 6 software. Use of websites/Apps to support specific needs Keyboard skills to support pupils with muscle weakness	As required	SENDCo/ IT Co-ordinator Class teachers/Teaching Assistants	Wider use of SEND resources in classrooms. Increased pupil participation.
All educational visits to be accessible to all pupils.	Ensure each new venue/setting is accessible and vetted for appropriateness using risk assessments Use of wheelchair as appropriate Risk Assessments to be carried out prior to all offsite visits.	As required	SENDCo and class teachers	All pupils in school to access all educational visits and take part in a range of activities
All after school clubs to be accessible to all pupils.	Assess the needs of children with SEND and adapt the activities as necessary, including the provision of additional adult support; use of specialist equipment and resources.	As necessary	SENDCo/ Class Teachers/ Specialist PE/Dance club teacher and Forest School club teacher and all staff running after school clubs/activities.	All children to be included in after school clubs and activities. In order to develop further skills and interests.

2. Improving access to the physical environment of the school

Provision, in exceptional cases, will be negotiated when a pupil's specific needs are known.

Target	**Strategies**	**Time-scale**	**Responsibility**	**Success Criteria**
The school is aware of the access needs of	To create access plans for individual disabled	As required.	SENDCo, Head Teacher/SLT, governors	Provision plans/Pupil Passports in place for

disabled pupils, staff, parent/carers and visitors.	pupils as part of the School Entry planning process and on-going as part Assess, Plan, Do Review process when required. Be aware of staff, governors and parent carers access needs and meet as appropriate.	School Entry Planning, Induction and on-going if required.	External agencies/professionals such as Physical and Medical Impairment Service, Hearing Support and Visually Impaired Support teams	disabled pupils and all staff aware of pupil needs. All staff and governors feel confident their needs are met. Children and parents have full access to all school activities.
The school is aware of the access needs of pupils, staff and parent/carers and visitors with medical needs.	To follow Medical Care Plans provided by medical professionals for individual pupils with long-term medical needs. Be aware of staff, governors and parents' medical needs and meet as appropriate. SENDCo to create individual medical health care plans for pupils as required.	As required. School Entry Planning, Induction and on-going if required. Health Care Plans to be reviewed at least annually or as needed if conditions change.	SENDCo, Head Teacher/SLT, governors External medical agencies/professionals.	Medical Care plans in place for pupils with long-term medical needs and all staff aware of pupil needs. Children and parents have full access to all school activities All staff and governors feel confident their needs are met.
Layout of school to allow access for all pupils to all areas.	Consider needs of disabled pupils, and those with medical needs, parents/carers or visitors.	As required	Head Teacher, governors, Site Manager, SENDCo	Access for all
Ensure all disabled pupils and those with high needs can be safely evacuated.	Pupil Emergency Evacuation Plans (PEEPs) in place to ensure all staff are aware of their responsibilities in relation to disabled or high needs children,	As required	SENDCo Class Teachers and Teaching Assistants	All disabled pupils and staff working alongside are safe in the event of a fire and know how and where to exit the building.

Ensure hearing and visual environment in classrooms is regularly monitored to support hearing and visually impaired pupils.	Support from HI and VI advisory teams as required.	As required	HI and VI advisory teachers in conjunction with SENDCo and teachers	All children have access to the appropriate environment.

3. Improving the delivery of written information to disabled pupils

This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils and parents. Examples might include handouts, textbooks and information about school events. The information should take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable timeframe.

Target	Strategies	Time-scale	Responsibility	Success Criteria
Review information to parents/carers to ensure it is accessible.	Provide information and letters in clear print in 'simple' English. School office staff will support and class staff will help parents to access information and complete school forms as necessary.	During induction. On-going	School office staff, Home School Liaison Worker (HSLW), Class staff	All parents receive information in form that they can access. All parents understand what the headlines of the school information are.
Improve the delivery of information in writing in an appropriate format.	Provide suitably enlarged, clear print and use matt laminates for pupils with visual impairments.	As required	School office staff Class teachers	Excellent communication On-going appropriate use of resources.
Ensure all staff are aware of guidance on accessible formats.	Guidance to staff on dyslexia/ early literacy difficulties and accessible information. Use of STC, photographs and objects of reference.	On- going.	SENDCo Class teachers	Class teachers to produce their own information.

Provide information in other languages for EAL pupils/parents, as necessary.	Access to translators. Use of Google translate on iPads. Use of STC to be considered and offered if appropriate.	As required	School office staff	Pupils and parents feel supported and included. Good communication.

Electronically Signed …Michelle Martin, Chair of Governors

Lucy Burrows, SENDCo