



## Equality Access Statement of Policy

Hamstel Infant School and Nursery is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are further committed to challenging negative attitudes about disability and accessibility, and to developing a culture of awareness, tolerance and inclusion.



Hamstel Infant School and Nursery recognises that many of our pupils, visitors and staff, whether disabled or otherwise, have individual needs when using school facilities. We understand that for all pupils, the nature of their disabilities may mean that they experience specific difficulties related to accessing education, and the physical environment. As part of our ongoing commitment to the delivery of an inclusive educational service, we work hard to ensure that all our pupils receive a high a standard of education and are supported in reaching their full potential. Good communication and co-operation between the school, home and other professionals are essential.

### The key aims are to:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment of the school to increase disabled pupil's physical access to education and extracurricular activities including outdoor learning and swimming.
- Improve the delivery of information to disabled children and young people; using formats which give better access to information.
- Provide continued education as normally as the condition allows.
- Reduce the risk of lowering self-confidence and educational achievement.
- Promote equal access to education for all children and young people.
- Establish effective liaison.
- Ensure that prompt action takes place.

Hamstel Infant School and Nursery is committed to ensuring equal opportunities for all pupils and / or employees with a disability, by removing barriers to progress and, by making reasonable adjustments to reduce disadvantage. Our commitment to equal opportunities is driven by the National Curriculum Inclusion Statement. As a school we:

- Set suitable learning challenges
- Respond to pupils' diverse needs
- Overcome potential barriers to learning and assessment for individuals and groups of pupils.

**Other considerations:-**

- Hamstel Infant School and Nursery has had adaptations to improve access for those with physical disabilities. Staff work flexibly to organise classrooms to enable access for all pupils.
- When arranging trips out, special attention is given to meet the needs of any child with disabilities. These needs will be highlighted on the risk assessment for the trip.
- If a pupil is absent from school for extended periods, then liaison with parents and relevant agencies including those from Social Care and Health will take place in order to maintain access to the curriculum as near as possible to that being covered in school.
- All staff receive appropriate guidance and support to meet the School's duties for supporting disabled pupils.
- The school will action any reasonable physical adjustments or provide auxiliary aids and services in consultation with relevant agencies and parents / carers
- Consideration is given to ensure that sufficient and appropriate support is available to enable equal opportunities for all

**Access To The Curriculum**

- Visual prompts and resources including visual timetables are used to facilitate access for all pupils where these are seen to be helpful
- Disability awareness is promoted in the curriculum, through assemblies and specific events, for example supporting various charitable events such as Autism Awareness Day, Jeans for Genes etc..
- Staff working with pupils with disabilities receive appropriate specialist training
- Our Academy Improvement Plan focuses on the five outcomes in 'Every Child Matters' underlining our commitment to equal access and opportunities for all children.
- Thorough risk assessments are undertaken as required and take full account of the needs of disabled children, for example a named adult will provide 1:1 support if appropriate.
- Disabled pupils are able to access a range of activities and clubs beyond the school day; they participate in residential visits.

**Future Developments:**

- On-going provision of specialist aids, equipment and ICT to promote disabled pupils' access to the curriculum.
- Embed use of prepared visual aids and prompts including visual timetables.

- Regular and ongoing reviews are carried out in response to changing needs
- Consider OT assessment of class rooms and optimal seating positions when appropriate.

### **The Physical Environment**

- The school is fully accessible for wheelchairs and frames. Corridors and routes are kept clear of obstacles.
- Plans for building work which took the school to 5 form entry met with legislation in respect of physical access for disabled learners and others.
- A Nurture Unit and Autism Assessment Resource Base (DfE approved) provide spaces where children can take time out; a place for quiet and reflection.
- Lunchtime seating arrangements are considered for pupils with a disability.
- A lift has been installed in the school to allow access to a mezzanine floor in the main school

Hamstel Infant School and Nursery will provide this information to parents and carers in the Equality Access Statement posted on the school's website at [www.hamstelinfants.co.uk](http://www.hamstelinfants.co.uk)

This will be linked to other reporting requirements in respect of disabled pupils:

- The arrangements for the admission of disabled pupils
- The requirements for the school to report annually on the school's SEND Policy

