

# 2022-2025 Accessibility Plan



*In addition to the aims of improvement outlined in the Trust's Accessibility Plan, Hob Green will aim to:*

Trust Priority One: Increasing the extent to which pupils with disabilities can participate equally across all aspects of the curriculum					
Objective	Specific Actions	Responsibility	Desired Impact	Timescale	Evidence
Training for teachers on adaptive teaching strategies within the curriculum.	<ul style="list-style-type: none"> <li>Undertake an audit of staff training requirements.</li> <li>Carry out learning walks and review quality of adaptive teaching strategies.</li> <li>Liaise with external agencies to identify CPD opportunities to support with adaptive teaching strategies.</li> <li>Deliver CPD on adaptive teaching strategies, linking to the Code of Practice.</li> </ul>	SENDCo.	<p>All children to be able to access all aspects of the curriculum, regardless of need.</p> <p>Teaching team to be fully equipped to meet the needs of the pupils in their class, with regards to accessing the curriculum.</p>		
Strive to ensure curriculum is fully accessible to pupils with any type of difficulty or disability.	<ul style="list-style-type: none"> <li>Review of staff skills in meeting different difficulties and/ or disabilities.</li> <li>Implement communication tools where necessary - Simplified language, signing, pictures, symbols, photographs, visual timetables, task management boards.</li> <li>Makaton training for staff.</li> </ul>	Teachers, TAs, SENDCo.	Curriculum is fully accessible for all pupils.		
To provide specialist equipment to promote participation in	<ul style="list-style-type: none"> <li>Review need for specialist equipment with parents/ carers and relevant medical professionals.</li> <li>Liaise with specialist services (PIMIS, HIS, VIS) to ensure</li> </ul>	SENDCo	Children are able to participate fully in daily school life as independently as possible.		

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learning by all pupils.	appropriate equipment is available.				
Audit of pupil needs and staff training to meet those needs.	<ul style="list-style-type: none"> <li>Review specific needs of all pupils.</li> <li>Review training requirements as identified by staff, in terms of meeting the needs of the children in their class.</li> <li>Liaise with external agencies to identify specific training required to meet individual needs.</li> </ul>	SENDCo.	<p>Shared identification of pupil needs.</p> <p>Skillset of staff allows for needs of individual children to be met.</p>		
All extra-curricular and out of school activities are planned to ensure, where reasonable, the participation of the whole range of pupils.	<ul style="list-style-type: none"> <li>Liaise with extra-curricular activity providers and/ or out-of-school organisations to ensure accessibility for all.</li> <li>Individual risk assessment to be created, where necessary, to ensure the needs of individual pupils can be met when outside of school.</li> <li>Activities identified should account for the needs of the children in the class.</li> </ul>	Teachers, SENDCo.	<p>Outdoor activities are inclusive of the needs of the children in the school.</p> <p>Increase in access to all activities for all pupils.</p>		
To encourage the inclusion and integration of the children in the SLB	<ul style="list-style-type: none"> <li>Liaison with parents.</li> <li>Collaboration amongst relevant agencies – SALT, EPS etc.</li> <li>Integration progression trackers to be used.</li> <li>Individual risk assessments to be created, where necessary.</li> </ul>	Teachers in SLB, SENDCo.	Base children encouraged and supported to work alongside mainstream children and attend some mainstream lessons. Sometimes mainstream		

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			children work in the SLB.		
Availability of written material in alternative formats when specifically requested.	<ul style="list-style-type: none"> <li>Liaison with relevant agencies about material requirements for children with a disability.</li> <li>Review of access arrangement guidance for statutory assessments.</li> </ul>	Office, SENDCo.	The school will be able to provide written information in different formats when requested for individual purposes		
Suitability of the blinds and lighting in all classrooms to ensure reflective light is minimised.	<ul style="list-style-type: none"> <li>Liaison with estates team within the Trust.</li> <li>Support from VI.</li> </ul>	Site manager, HT, SENDCo.			
Trust Priority Two: Improve the physical environment, both internal and external so that pupils with disabilities can take advantage of the full range of educational and associated opportunities and experiences.					
Classrooms are organised to promote the participation and independence of all pupils.	<ul style="list-style-type: none"> <li>Implementation of environment non-negotiables check list.</li> <li>Environment learning walks.</li> <li>Collaboration with external agencies and/or SENDCo to ensure appropriate resources are in place to meet the needs of the children and promote independence.</li> </ul>	SENDCo, SLT, H&S Lead.	<p>Learning environments are inclusive and prioritise learning for all children.</p> <p>Resources are in place for all pupils so they can fully access the curriculum content.</p>		
Review of classroom furniture for appropriateness of size and accessibility	<ul style="list-style-type: none"> <li>Environmental audits to be carried out.</li> <li>Health and safety checklists to be completed.</li> </ul>	SLT & H&S Lead.			

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<p>Ensure a Total Communication Friendly approach is adopted in all classroom settings and learning areas around school.</p>	<ul style="list-style-type: none"> <li>• Environmental audits to be carried out.</li> <li>• Use of objects of reference/ widgeit symbols/ photographs to be embedded in classroom practice.</li> <li>• Use of visual timetables/ now and next board.</li> <li>• Vocabulary to be prominent within the learning environment.</li> <li>• Makaton signing to be used to support verbal communication.</li> <li>• WellComm to be embedded within EYFS.</li> </ul>	<p>SLT, SENDCo, SALT, IEYS</p>	<p>Learning environments are inclusive and prioritise learning for all children.</p> <p>Appropriate resources are used to support verbal communication in all areas of school.</p>		
<p>Ensure blinds in all classrooms are 'fit for purpose', allowing visibility for all.</p>	<ul style="list-style-type: none"> <li>• Environmental audits to be carried out.</li> <li>• Health and safety checklists to be completed.</li> <li>• Blinds in classrooms to be replaced/ repaired.</li> <li>• Anti-glare filter on windows to be repaired.</li> </ul>	<p>SLT, H&amp;S Lead</p>	<p>Learning environments allow for maximised visibility.</p> <p>Sunlight glare is reduced as a result of effective blinds.</p>		
<p><b>Trust Priority Three: Improve provision of information available to pupils with disabilities and parents/ carers in ways that are fully accessible to them and meet their particular needs.</b></p>					
<p>To ensure that parents who are unable to attend school, because of a disability, can access events such as</p>	<ul style="list-style-type: none"> <li>• Environmental audits to be carried out to review accessibility of school grounds for all.</li> <li>• Alternative methods of communication to be agreed between school and parents/ carers.</li> </ul>	<p>SLT, H&amp;S Lead &amp; SENDCo.</p>	<p>Parents are informed of children's progress.</p> <p>Parents can attend events by being offered appropriate support</p>		

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parents' evenings.					
Make available school brochures, school newsletters and other information for parents in alternative formats when specifically requested.	<ul style="list-style-type: none"> <li>Review current format options.</li> <li>Liaison with Trust ICT team about other formatting options available for access.</li> <li>Consider the use of voice recording for statutory documents e.g. SEND information report.</li> </ul>	SENDCo, SLT, Office & Trust ICT team.	Parents will be able to access relevant information in a format that is appropriate for their need.		
Trust Priority Four: To work more effectively in partnership with parents to support and remove barriers to learning for pupils with disabilities.					
Ensure parent contributions are incorporated into planned provision for pupils with SEND.	<ul style="list-style-type: none"> <li>Parents to be invited to ISP review meetings.</li> <li>Opportunities for parent workshops that focus on SEND support.</li> <li>Parent voice to be captured as part of ISP/ EHCP review meetings.</li> <li>Parents to be signposted to Local Offer/ SEND Support networks in Local Authority.</li> </ul>	SENDCo and Pastoral Lead	<p>Parents are involved in provision planning meetings for their child. They understand what support is in place for their child and the impact it has on pupil progress.</p> <p>Parents understand the pathways in place to identified SEND and support requests for EHCPs.</p> <p>Parents are signposted to</p>		

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