



# Hillshott Infant School and Nursery

## ACCESSIBILITY PLAN 2025-2028

### 1. Improving Curriculum Access

Target	Strategies	Time frame	Responsibility	Outcome
To adapt the curriculum for pupils with SEND	Implement the EEF 5 principles of effective practice and refer to guidance on Quality First Teaching. Implement the strategies from the HFL education Universal and Universal+ training.	Ongoing	Class teachers, with support from SENCo	All children with a SEND have access to a curriculum that is adapted to meet their needs
To offer reasonable adjustments at an early stage for pupils with SEND	Respond to individual needs of SEND pupils by finding ways to encourage them to access education e.g. soft start, ear defenders, flexible uniform.	Ongoing	All staff	Reasonable adjustments become normal practice to ensure children with SEND can be included in all aspects of school life
To encourage independent learning for pupils with SEND	Use modelling and visual / verbal scaffolds to encourage independent work, reducing the need for individual adult support.	Ongoing	Class teachers, TAs	Children with SEND develop increased independence with their learning over time

## 2. Improving Physical Access

Target	Strategies	Time frame	Responsibility	Outcome
To offer children with SEND access to alternative spaces within the school	Consider use of any available spaces and how these could support children with SEND e.g. therapy, nurture, sensory.	Ongoing	SENCO, Class teachers	Children with SEND are able to access other spaces within the school to help meet their physical and emotional needs
To monitor health and safety risks and adapt accordingly	Respond to any potential risks to children's safety by implementing risk assessments and behaviour plans at an early stage. Seek guidance from the access team, school nursing, Physiotherapy or OT if required.	Ongoing	SENCO, School Business Manager	Children have access to a safe environment, with any potential risks mitigated at an early stage
To ensure all pupils with SEND feel safe and included at lunchtimes	Support children with SEND to play games and socialise with their peers. Provide activities for children with SEND to do either inside or outside at lunchtime.	Ongoing	Class teachers, TAs, MSAs	Children with SEND are supported to engage in playground activities and feel safe to go outside

### 3. Improving Access to Information

Target	Strategies	Time frame	Responsibility	Outcome
To signpost parents to useful information online	Signpost parents of children with SEND to services that may support their needs. To be done through the school website, newsletter communications and in person.	Ongoing	Office staff, SENCO	For parents of children with SEND to be signposted to information about local services, including the Local Offer.
To use parent-friendly language in school communications	Consider avoiding jargon and phrases that parents may be unfamiliar with, or explain them through welcome meetings or in policies. Support parents who need extra help with reading to understand the information being provided to them.	Ongoing	Class teachers, SENCO, Office staff.	Parents of children with SEND are able to understand information provided by the school e.g. letters, policies, meetings, curriculum expectations.
To monitor the accessibility of the school website	Continue to ensure the school website is up to date and accessible to parents of children with SEND.	Ongoing	School Business Manager, SENCO	Parents of children with SEND are able to access information on the school website.