



SLADEFIELD INFANT SCHOOL

Accessibility Plan

Written by: Lynette Donohue (Inclusion Manager)

Reviewed and Approved by Governors on 25th March 2025

Next Review Date: March 2028

Sladefield Infant School Accessibility Plan

Aims

Schools are required under the Equality Act 2010 to have an Accessibility Plan. The purpose of the plan is to:

- Ensure that all pupils can participate in the curriculum
- Improve the physical environment of the school to enable all pupils to access education, benefits, facilities and services provided
- Improve the availability of accessible information to all members of our school community.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

At Sladefield Infant School, the wellbeing of the child is at the heart of everything we do and we seek to provide an inclusive ethos throughout the school. As a Rights Respecting School, the guiding principles underpin all of our work and are reflected in the Accessibility Plan. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.

The school supports any available partnerships to develop and implement the plan and we actively seek guidance from a wide variety of Local Authority and NHS support services. Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in school, the complaints procedure sets out the process for raising these concerns.

The plan will be made available online on the school website, and paper copies are available upon request.

Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 defines an individual as disabled if they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled pupil faces in comparison with non-disabled pupils. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary.

It will be approved by The Governing Body and The Head Teacher.

Links with other policies

This accessibility plan is linked to the following policies and documents:

- Risk assessment policy
- Health and safety policy
- Inclusion Policy
- Special educational needs (SEN) information report
- Special educational needs Policy
- Supporting pupils with medical conditions policy
- Keeping Children Safe in Education

For the most up to date Contextual Information, please read in conjunction with the SEN Information Report.

Date of Policy review: March 2025

Date for future review: March 2028

Accessibility Planning Objectives (for anticipatory reasonable adjustments):

School Name: **Sladefield Infant School**

Date from: **March 2025 /March 2028 (3years)**

Accessibility Plan Code

C: Increasing the extent to which everyone can participate in the school curriculum.

E: Improving the physical environment so everyone can take advantage of education.

I: Improving the delivery of information so that it is accessible to everyone?

Objectives Expressed as an outcome for pupils and/or adults in terms of progress and participation	Accessib ility Planning Code (C,E,I)	Actions			Evidence to be collected to measure progress	Dates (from and to)
		How	Who (Lead person	Resources		
All staff to be empowered to lead on creating an Inclusive Environment within their class or group.	C,E,I	<ol style="list-style-type: none"> 1. Planning meeting and documents to reflect the needs of all learners and how they will be met, particularly those requiring an individualised curriculum. 2. Further areas for professional development to be identified to support EAL/SEN learners. 3. All staff to have opportunities to work with higher needs pupils to develop skills and confidence. 4. Professional Conversations as part of review meeting timetable. 5. Environmental Audit with Outside Agencies. 6. All pupils with SEND have a 	LD to lead on all actions.	<ul style="list-style-type: none"> -Bank of exemplar activities for pupils at stage of pre reading/writing/new to English. -Bank of foreseeable areas of difficulty and how these have been resolved successfully in the past. -Staff skills audit/questionnaire. -One Page Pupil Passports for all SEN children. -National College Training 'Certificate in Equality, Diversity & Inclusion (2024-2025)'. -Communicate in Print/Widgit software. 	Learning walks, Book Looks, SEN review meetings. Progress seen in Termly data. Staff/Parent/Pupil voice. Reports from Outside agencies.	Ongoing.

		<p>Pupil Passport, updated at least 3 x a year, providing an overview of their needs, strengths and difficulties.</p> <p>7. Equality, Diversity and Inclusion training for all staff.</p> <p>8. All staff to access Communicate in Print and use it to support their lesson delivery.</p>				
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To encourage coproduction between SEND parents and school staff.	I	<p>1. SENCo and Pastoral Team to work with the local Family Hub to set up a SEND Parent/Carer group who will meet termly.</p> <p>2. SENCo to gain parent views termly via review meetings.</p> <p>3. New SEND documents to be shared with parents to gain views before publication.</p>	<p>1. LD/SSp/YA</p> <p>2. LD</p> <p>3. LD</p>	N/A	<p>-Minutes from the meetings.</p> <p>-Evidence of parent views on One Page Pupil Passports.</p> <p>-Responses from parents.</p>	March 2025-ongoing.
Safety and comfort for disabled adults (staff, parents, visitors) to be improved within the school.	E	<p>1. 'Before you visit' section to be added to the Website, giving an overview of the physical environment of the school and signposting visitors to reasonable adjustments we are able to make.</p> <p>2. Information card to be given to visitors highlighting accessible exits and who can</p>	<p>1. LD/NC/HM</p> <p>2. LD</p> <p>3. LD and Office staff.</p> <p>4. DR/HM</p> <p>5. HM/RM</p> <p>6. HM/DR</p> <p>7. DR/HM/RM/NC</p> <p>8. DR/HM</p>	<p>2. Information card.</p> <p>Personal Care equipment</p> <p>4. Paint to change colour of door/frame.</p> <p>6. Grab rails and shelving.</p> <p>8. Hardwearing paint such as traffic grade car park paint.</p>	<p>-Evidence of completed works done.</p> <p>-Evidence of collection of data during induction.</p> <p>-Evidence of planning for future works.</p>	March 2025-Sept 2025

		<p>support them in the event of an evacuation.</p> <ol style="list-style-type: none"> 3. Parents to be explicitly asked about their accessibility needs during the induction process. 4. Ensure that all doors now have contrasting door and frame colours to improve visibility. 5. Agree a long term plan, where budget allows, for works to make the entrances more easily accessible such as powered gate and push button activated main doors. 6. Ensure that the adult disabled toilet is maintained to a good standard and minor adaptations to be made to increase comfort. 7. Site manager and Health and Safety Team to ensure that the building and environment complies with Fire Safety Regulations at all times. 8. Ensure that there is a clearly marked pedestrian area walkway through the car park. 				
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