



Accessibility policy and plan

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Spring 2023

Review: Spring 2026

This plan has been prepared using the information in paragraph 3 of schedule 10 to the Equality Act 2010 and includes:

- the arrangements for the admission of children with disabilities
- the steps taken to prevent children with disabilities from being treated less favourably than other children
- the facilities provided to help children with disabilities to access the school
- increasing the extent to which children with disabilities can participate in the school's curriculum
- improving the physical environment of the school for the purpose of increasing the extent to which children with disabilities are able to take advantage of education and benefits, facilities or services provided or offered by the school
- improving the delivery of information to children with disabilities which is readily accessible to pupils who are not disabled

The accessibility plan builds on and compliments best inclusive practice and must be read in conjunction with the SEND Information report, policy for Special Educational Needs and Equalities policies.

Admission of children with disabilities

Valley End CoE (VC) Infant School follows the Local Authority admissions policy. Children of all faiths, regardless of disability or background are welcome at Valley End CoE (VC) Infant School.

Inclusion of children with disabilities

Children with disabilities are included in all aspects of school life. Support is available from Teaching Assistants (TAs) or Learning Support Assistants (LSAs) and there is an Emotional Literacy Support Assistant (ELSA) who can support children's emotional needs. The school's Golden Rules encourage all children to treat each other equally and with respect. Incidents of bullying are recorded and reported by the Headteacher to the governing body each term. All adults in school meet children's social, emotional, health and academic needs.

Facilities/ physical environment provided to help children with disabilities to access the school

The school environment is adapted where necessary with ramps to access playground, adaptations to classrooms to children with disabilities to learn and a disabled toilet with changing facilities.

Where required and following expert professional advice, equipment is purchased to help children with disabilities with particular needs.

Delivering the curriculum

Teachers and support staff have access to training to support children with learning and physical disabilities. All staff support children with special needs and have access to professional development both with outside providers and in-house.

- All users of the school building are able to gain access to as many areas of the school as possible. This includes access to outside learning environments and to resources.
- Lessons are planned to challenge all children appropriately. Staff deliver a range of styles to meet the needs of all children. All children take part in physical activities and education commensurate with their needs.
- School trips are available to all children, are risk assessed and are highly supervised by staff and support staff. During a trip, if appropriate, children with disabilities will be provided with 1:1 support.
- Targets are set and progress is tracked for all children. Expectations are high for all with the aim that all children reach their potential whatever that might be. All children should enjoy learning, are encouraged to be independent and make appropriate decisions for themselves.

School building and grounds

- All areas of the school are accessible to all children. The governors monitor the physical environment each term and will discuss with school leadership any possible issues regarding physical access. Ramps are in place to allow access to the building. Handrails have been installed onto steps throughout the school and a ramped access is available on the playground stage. Classrooms are all situated on one level and have wide corridors between them. A disabled toilet and changing facilities are available.
- Alarms are auditory. Emergency and evacuation systems are in place. All staff and pupils are aware of these and visitors are informed upon arrival. Children with disabilities have a personal evacuation plan (if necessary) which details what we need to do in an emergency.
- All areas of the school are well lit, including outside.
- Signage around the school meets statutory requirements.
- A bay in the staff car park is reserved for drivers with disabilities.

Review and evaluation

The resources committee will monitor, review and evaluate this policy and plan annually.

Links to other policies

Equalities

Anti-bullying

Health and safety

Special Education Needs and Disabilities

Special Educational Needs Information report

LA admissions

Valley End Church of England (VC) Infant School

Accessibility plan 2022- 2025

Priority	Action	By (date)	Responsibility	Success Criteria	Evaluation
The identification of pupils who have a disability or specific medical need.	<ul style="list-style-type: none"> • Ensure all staff are aware of the definition of a disability. • Ensure parents are aware of the procedures for notifying school of any needs. 	Ongoing	SENDCo Headteacher School office Parents/carers	<ul style="list-style-type: none"> • All staff aware of the current definition of disability. • Parents aware of procedures. 	Clear protocols in place, quality first teaching toolkit for teachers to use, so that all strategies are exhausted before liaising with SENDCo.
To monitor how well children with disabilities are achieving academically and socially	<ul style="list-style-type: none"> • Termly monitoring of progress and achievement. 	Termly	Headteacher SENDCo Governors	<ul style="list-style-type: none"> • Termly monitoring complete. • Children with disabilities achieving in line with their peers. • Intervention programmes tracked and evaluate impact on learning. 	SENDCo tracking progress of these learners.
<p>To ensure all curriculum planning, schemes of work and resources cater for the needs of children with disabilities to ensure achievement.</p> <p>To ensure any changes to the curriculum take into account the needs of all pupils.</p>	<ul style="list-style-type: none"> • When updating curriculum planning subject leaders to ensure that all children can access activities and resources and/or that adaptations are made to enable access. • Teachers to ensure differentiation in short term planning to ensure all pupils reach their full potential. 	Ongoing	Subject Leaders Class teachers	<ul style="list-style-type: none"> • All curriculum schemes of work and resources cater for the needs of children with a disability without discrimination. • Teaching staff demonstrate competence and confidence in using different teaching and learning styles. • Short term planning shows differentiation. 	Teachers regularly make adaptations to resources so that all can access e.g. enlarged resources for visually impaired learners.

To ensure all school policies actively promote the educational opportunities, welfare and inclusion of all children with disabilities	<ul style="list-style-type: none"> When reviewing policies consideration to be given to children with disabilities and their needs. 	Ongoing	Subject Leaders SLT SENDCo Governors	<ul style="list-style-type: none"> All policies are constantly updated responding to any legislative changes. 	This has been considered in all policy reviews.
Priority	Action	By (date)	Responsibility	Success Criteria	Evaluation
To ensure all staff and stakeholders are aware of the schools SEND Information report and the Accessibility policy and plan	<ul style="list-style-type: none"> SEND information report and access policy and plan to be published on school website. SENCO to signpost both documents to staff. 	Annually	SENDCo Headteacher	<ul style="list-style-type: none"> All staff are aware of the report and statement and their contents. Staff are following the procedures detailed in the SEND information report. 	Staff sign to say they have read and understood the policies. All staff follow the policy.
To promote positive attitudes towards pupils and all others with disabilities	<ul style="list-style-type: none"> Celebrate and promote any national and local events. E.g. disabled sport, ASD groups 	Ongoing	All staff	<ul style="list-style-type: none"> Pupils demonstrate positive attitudes to disability / special need. All pupils to be included in all aspects of school life. 	Actively promoted an athlete with a disability by having a Sports in Schools event for children – this was very well received.
To ensure appropriate information and communication formats meet the individual needs of children and adults with disabilities	<ul style="list-style-type: none"> All information available in different formats. Parents to be asked what their preferred method of communication is. Information / letters to be available in paper or electronic format. Support to be given to children and adults who have English as an additional language (EAL) when required. 	Ongoing	All staff	<ul style="list-style-type: none"> Information to be published on school website. Documents to be presented in a format suitable for individual parents. Parent mail in use by all parents/carers. 	Email used but we will always print if needed and/or read policies aloud to parents who may be visually impaired.

<p>To ensure all classrooms/school buildings/ grounds are accessible.</p> <p>Consult with children with disabilities and other stakeholders about improving access to school environment.</p>	<ul style="list-style-type: none"> To consider access when improvements/changes to school buildings and grounds are being planned. Reasonable adjustments are made to classrooms to accommodate pupils with extra needs. Termly health and safety walks identify any trip hazards/defects. 	termly	Headteacher School Business Manager SENDCo Governors	<ul style="list-style-type: none"> Full access to school grounds/buildings is available to all. Reasonable adjustments are in place to allow all children to access the curriculum. Children and parents consulted about improving access to the school 	Flat access everywhere – adjustments to drop off and collection have been made for one pupil with a disability and two parents with disabilities.
Priority	Action	By (date)	Responsibility	Success Criteria	Evaluation
To ensure all child and parent/carer disabilities are identified prior to joining the school.	<ul style="list-style-type: none"> Review induction pack to ensure all information asked for and obtained. Any needs identified are addressed 	Annually	EYFS team SENDCo	<ul style="list-style-type: none"> School team is aware of any specific needs. Children and adults with disabilities have all needs met. 	Communication with Nursery settings, visits, phone calls and individual parent meetings have taken place, enables us to meet needs.
To liaise with parents/carers, medical practitioners and specialist teams to ensure pupils with disabilities have access to appropriate /necessary facilities and resources.	<ul style="list-style-type: none"> Meet regularly with all stakeholders to ensure equipment is in place. Investigate the feasibility of making changes to buildings and / or environment. 	Ongoing	Headteacher SENDCo Class Teacher	<ul style="list-style-type: none"> Children with disabilities fully included in all school activities. Children have equipment and/or resources needed to access the curriculum fully. 	One child with a wheelchair was unable to be included in lessons on the field due to the uneven ground. Lessons were adapted as best as possible so that she could be included.
To provide parents/carers with disabilities with support	<ul style="list-style-type: none"> Provide access at parent/teacher meetings. Provide communication from school in most appropriate 			<ul style="list-style-type: none"> All parents/carers with disabilities attend parent /teacher meetings 	Two parents have disabilities and both have personalised

	way eg large print used in reports etc..				protocols for pick up and drop off, they also have attended all meetings. One requires phone conversations rather than face to face meetings.
To make reasonable adjustments for pupils, staff and members of the school community who may have temporary disabilities or needs. (e.g. through pregnancy or injury)	<ul style="list-style-type: none"> • Adjustments to be considered when need arise. • Risk assessments drawn up. 	Ongoing	Headteacher Governors	<ul style="list-style-type: none"> • Pupils, staff and members of the school community are able to fully participate in all activities to the best of their ability. 	Pupils with temporary disabilities have been well supported. Staff have supported with getting furniture at the right height, supporting with toileting needs and teaching the rest of the class about disabilities.