

# Accessibility plan

Suffield Park Infant and Nursery School

May 2022-May 2025



Confident Resilient Ambitious Brilliant

Approved by:	Date:
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## 1. Aims

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

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disabled pupils

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.

Our school ethos of Confidence, Resilience, Ambition and Brilliance incorporates all children. We are a Nurture UK informed school and this Nurture approach permeates all aspects of school life, valuing all contributions.

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

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. See SEN information Report- hyperlink.

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.

We have included a range of stakeholders in the development of this accessibility plan, including Governors, parents, children and staff.

## 2. 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.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Increase access to the curriculum for pupils with a disability	<p>Explain your school's approach here. Examples:</p> <ul style="list-style-type: none"> <li>• Our school offers a differentiated curriculum for all pupils</li> <li>• We use resources tailored to the needs of pupils who require support to access the curriculum</li> <li>• Curriculum resources include examples of people with disabilities</li> <li>• Curriculum progress is tracked for all pupils, including those with a disability</li> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> <li>• The curriculum is reviewed to make sure it meets the needs of all pupils</li> <li>• The school has embedded PATHS (Promoting alternative thinking strategies) as part of the curriculum.</li> </ul>	<p>The school will support Communication and Interaction need.</p> <p>Improve Quality First Teaching for all SEND teaching.</p>	<p>Through SIDP target 2022/23</p> <p>&gt;CPD for staff</p> <p>&gt; Implementation of support strategies</p> <p>&gt; Updated PEASS training for all teaching staff.</p> <p>&gt; Staff to implement 'resource menu' and 'adjustments menu' as part of APDR cycle.</p>	<p>NS SS RC</p> <p>SS</p>	<p>Reviewed July 2023</p> <p>July 2023</p> <p>September 2024</p>	<p>➤ Children with C+I delay are supported in their learning by knowledgeable practitioners.</p> <p>&gt; Staff will be confident in their level of support for SEND learners.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve and maintain access to the physical environment	<p>The environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>• Slopes</li> <li>• Elevators</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> <li>• Library shelves at wheelchair-accessible height</li> <li>• Seating plans</li> <li>• Specialist toilet seats</li> <li>• Classroom sensory audits</li> <li>• Individual sensory audits</li> </ul>	<p>To ensure appropriate furniture is provided for staff.</p> <p>To maintain the wheelchair accessibility of the school site.</p>	<p>Conduct an audit of furniture height and suitability for adult use across the school.</p> <p>Continue to be mindful of accessibility issues throughout the school.</p>	<p>NS</p> <p>NS</p>	<p>July 2024</p> <p>July 2025</p>	<p>&gt; Staff have appropriate work space.</p> <p>&gt; Staff are support in their physical requirements.</p> <p>&gt; Any members of the community who use a wheel chair can access the site.</p>

AIM	CURRENT GOOD PRACTICE	OBJECTIVES	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
Improve the delivery of information to pupils with a disability	<p>Our school uses a range of communication methods to make sure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources available on request</li> <li>• Pictorial or symbolic representations</li> <li>• Signing (BSL)</li> <li>• Using Language Line for EAL families</li> <li>• Language choices adapted to meet the communication needs of parents.</li> </ul>	<p>EAL parents are supported to receive information.</p> <p>Parents to receive verbal information</p>	<p>To use Language Line use appropriately used to support parents and staff.</p> <p>To use video messages on Tapestry to impart key information to families.</p>	<p>All Staff</p> <p>All Staff</p>	<p>July 2023</p> <p>July 2023</p>	<ul style="list-style-type: none"> <li>➤ Staff will be aware of Language Line and use it to build relationships and pass on key information.</li> <li>➤ Parents feel informed</li> </ul>

## 4. 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 board

## 5. Links with other policies

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

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Supporting pupils with medical conditions policy