Accessibility plan

Suffield Park Infant and Nursery School

July 2025 –July 2028

Approved by: Health and Safety committee?	**Date:**
Last reviewed on: July 2025	
Next review due by:	

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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.

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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

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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	• Our school offers a differentiated curriculum for all pupils • We use resources tailored to the needs of pupils who require support to access the curriculum • Curriculum resources include examples of people with disabilities • Curriculum progress is tracked for all pupils, including those with a disability • Targets are set effectively and are appropriate for pupils with additional needs • The curriculum is reviewed to make sure it meets the needs of all pupils • The school has embedded PATHS (Promoting alternative thinking strategies) as part of the curriculum. • The school has considered provision for children with a disability due to ASD diagnosis	Extend and improve the existing ASD ESP base by re-purposing spare classroom. To effectively support children access provision with hearing loss. Hearing loop bands	Consider minimizing cognitive overload in classroom, sensory resourcing, safe access inside and outside. Consider choking hazards in classroom set up. Training of staff- pediatric first aim and choking refresher. Training staff to ensure the following adjustments are made: Preferential seating, reeducation background noise, good lighting (to see teacher's face), minimize visual distractions, face child. Consider use of visual aids, sign along where appropriate. Implement any further advice from professional.	NS, AMc, CF Relevant Team around child, SENDCO , HT	Dec' 25 Sept' 26	Children with complex needs access an appropriate space for learning Children with hearing loss are supported to access the curriculum

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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	The environment is adapted to the needs of pupils as required. This includes: • Slopes • Elevators • Corridor width • Disabled parking bays • Disabled toilets and changing facilities • Library shelves at wheelchair-accessible height • Seating plans • Specialist toilet seats • Classroom sensory audits • Individual sensory audits	To maintain the wheelchair accessibility of the school site. To ensure boundary protected and secure. To avoid any pupils leaving or any unwanted visitors accessing site	Continue to be mindful of accessibility issues throughout the school. Erect fence between our school and Cromer Academy	NS Head Teacher, Site Manager, NPS	July 2026 January 2026	All pupils, visitors and staff can access all parts of school. Pupils are in a safe and secure environment

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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	Our school uses a range of communication methods to make sure information is accessible. This includes: • Internal signage • Large print resources available on request • Pictorial or symbolic representations • Signing (BSL) • Using Language Line for EAL families • Language choices adapted to meet the communication needs of parents. • Sign-along • Use of visuals	Pupils with a disability are supported by shared information and strategies for communication	Talking tips and Sign Along Videos are posted on to Tapestry by short videos so all families access support strategies to support jointly at home and school.	AMc, RC	Ongoing as part of good practice	Parents can support their children by gaining information in easy to access format.

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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

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