

# Wallace Fields Infant School & Nursery



## ACCESSIBILITY PLAN

REVIEW DATE:

AUTUMN 2023

NEXT REVIEW DATE:

AUTUMN 2026

---

## 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 pupils with disabilities can participate in the curriculum
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to pupils with disabilities

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.

Wallace Fields Infant School & Nursery is committed to providing an accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual; emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. 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.

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 Trustees, Staff & Governors.

## 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 pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

This policy complies with our funding agreement and articles of association.

### 3. Action plan

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

	CURRENT GOOD PRACTISE	OBJECTIVES	Actions to be taken	Person Responsible	When	Success Criteria
<b><i>Improved provision of information</i></b>	<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>• Recorded PowerPoints shared with all stakeholders</li> <li>• Large print resources</li> <li>• Pictorial or symbolic representations</li> </ul>	<b>To ensure compliance with DDA and Code of Practice</b>	Staff and governors informed of requirements and obligations of DDA, and of the Accessibility Plan	Headteachers	Ongoing - yearly	School complies with requirements of DDA and Code of Practice
<b><i>Improved provision of information</i></b>	<p>Our school aims to share information with all stakeholders in an accessible manner. This includes:</p>	<b>To improve availability of written material in alternative forms</b>	School aware of local and County services for converting written information into alternative formats	Inclusion Lead and SENDCO	Ongoing	School able to deliver information to all pupils and parents with disabilities

	<ul style="list-style-type: none"> <li>Recorded PowerPoints shared with all stakeholders</li> <li>Interpreters when required</li> </ul>		Inclusion Manager researches and discusses with staff dependant on needs of cohort of parents			
<b>Improved provision of information</b>	<p>As a school we aim to work closely with our parents and carers and encourage them to share any adjustments or amendments required through close liaison with class teachers, senior leaders and the office team.</p> <p>Parents who require additional support in completing or understanding paperwork are invited into school to meet with staff who support. We have an open door policy.</p>	<b>To ensure provision for disabled parents is provided</b>	<p>The school provides appropriate support for disabled parents at Parents Evenings, assemblies, parking facilities etc.</p> <p>Employ a professional to translate if parents are deaf . Special parking provision for parents who require it</p>	Inclusion Lead & SENDCO	ongoing	Parents given full access to school and information regarding the progress of their children
<b>Improved provision of information</b>	As a result of the information collated within the 'new-joiner' packs we will be able to	<b>To ensure admission packs request additional medical information</b>	To review Admissions policy/pack yearly	Head Teacher to review annually	ongoing	School will be fully aware of the disability needs of all

	further tailor the support we are able to offer to our families.	<b>about both the parents and their child</b>				parents/carers and pupils
<b><i>Improved provision of information</i></b>	Policies are read by Senior Leaders and ratified by the Governing Board. For specific policies we have created a 'working party' comprising of an Assistant Teacher, Teacher, SLT member and member of the Office team.	<b>To review and evaluate all policies to ensure that they reflect the disability equality duty to pupils, staff and parents</b>	All subject leaders, HT and DHT to review all policies	Class Teachers, HT and DHT to review, evaluate and feed back to staff at staff meeting	ongoing	All policies will reflect the disability equality duty
<b><i>Improved provision of information</i></b>	This is highlighted within our Inclusion Policy. All policies are shared with staff upon joining.	<b>To ensure that all disabled pupils, staff, and parents are fully aware of the definition of disability</b>	Inclusion Manager to ensure that school prospectus defines disability  SENDCo to review prospectus and share with all staff	SENDCo	ongoing-annually	School prospectus will reflect the disability equality duty by defining disability
<b><i>Improved access to the curriculum</i></b>	The SENDCo liaises closely with outside agencies to gain training and insight on the use of specialist equipment and shares this information during AT training.	<b>To provide regular training for Assistant Teachers (AT's) on use of specialist equipment</b>	Assistant Teacher's will attend courses and in-house training on specialist equipment for OT, SLT, visually impaired etc.	SENDCo.	ongoing	All pupils with a disability will have equal access to the curriculum

<b><i>Improved access to the curriculum</i></b>	The SENDCo liaises with the Computing Lead to monitor the use of computers through adapted learning.	<b>To improve access to the curriculum through the use of ICT</b>	Inclusion Manager to purchase specialist ICT equipment for children who require it e.g. specialist mouse and to liaise with SEN ICT for assessment and support by providing appropriate ICT equipment	SENDCo	ongoing	All pupils with a disability will have equal access to the curriculum through the use of ICT
<b><i>Improved access to the curriculum</i></b>	<b>The SENDCo liaises with Physical Sensory Support to gain support and guidance through the use of the Specialist Teaching team for the Hearing Impaired.</b>	<b>To improve provision for children with hearing impairment</b>	Develop staff's knowledge and skills in managing children with hearing impairments.  Individual teachers and support staff to attend training on adapting the environment, Makaton, visual cue cards e.g. Widgit and how to support developing independence with hearing equipment.	SENDCo	ongoing	Staff have increased confidence and skills in working with children with hearing impairments and related disorders. Improvement in staff knowledge will result in the children having increased access to the curriculum.
<b><i>Improved access to the curriculum</i></b>	The Class Teachers complete pre-visits to complete Risk	<b>To ensure that school trips are made accessible to all</b>	Class Teachers will ensure that all parents	Teachers	ongoing	Everyone will be able to access all trips

	<p>Assessments. Class teachers account for the children's individual needs on the risk assessment. The SENDCo oversees the risk assessment to ensure that they are no gaps in provision.</p> <p>When necessary parents/carers may be asked to attend the school trips with their child to aid safety.</p>		<p>and pupils have access to the school trips</p> <p>The teachers will visit the location before the visit to ensure that it is suitable for all. Wheelchairs will be available if required.</p>			
<p><b>Improved access to the curriculum</b></p>	<ul style="list-style-type: none"> <li>• Our school offers an adapted 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</li> </ul>	<p><b>To ensure that teachers planning ensures opportunities for all pupils</b></p>	<p>Teachers will ensure that lessons are appropriately adapted for the pupils in their class. Assistant Heads and SENDCo will monitor planning to ensure adaptation.</p>	<p>Teachers</p>	<p>ongoing</p>	<p>All planning will continue to meet the need of every individual child</p>

	<p>pupils, including those with a disability</p> <ul style="list-style-type: none"> <li>• Targets are set effectively and are appropriate for pupils with additional needs</li> </ul>					
<b><i>Improved access to the curriculum</i></b>	<p>SMART targets are written by class teachers taking into account the pupils needs and their next steps. Targets are reviewed termly by class teachers and the SENDCo and shared with parents.</p> <p>Intervention planning is planned for by class teachers and checked fortnightly by the SENDCo.</p>	<p><b>To ensure that SEND Arrangement targets continue to accurately reflect the needs of individuals and plans for interventions that are ‘additional to and different’ from those provided for other pupils.</b></p>	<p>Class teachers write termly SEND arrangement targets and one page profiles. SENDCo reviews plans before being sent to parents</p>	<p>SENDCo</p>	<p>Termly-ongoing</p>	<p>SEND Arrangement targets will map out the Childs next steps in learning and outcomes will be judged against clear success criteria</p>
<b><i>Improved access to the curriculum</i></b>	<p>SENDCo create provision maps termly to monitor support in place and the financial implications. This document also helps to track any trends between year groups.</p>	<p><b>To create a clear provision map of all Inclusion support in place to meet individual needs, including financial distribution of funding</b></p>	<p>SENDCo in conjunction with the class teachers and SEN teaching assistants to complete a provision map to outline what support is in place for our SEN pupils</p>	<p>SENDCo</p>	<p>ngoing</p>	<p>SENDCo will have a clear understanding of SEN provision in the school and will allocate support when required. All pupils will be supported effectively</p>

<b>Improved access to the curriculum</b>	As a school we aim to always put the child at the centre of everything we do. As a result, we meet frequently to discuss support. Half termly pupil progress meetings with class teacher, assistant teachers and the Senior Leadership team.	<b>To continue SEN meetings with Class Teachers and Teaching Assistants</b>	Class Teachers and Teaching Assistants have allocated time to discuss SEN pupils and vulnerable groups of pupils, Send Support Arrangements and support activities	Teachers	ongoing	Class Teachers and Assistant Teachers will have a clear understanding of the needs of the pupils in their class allowing effective support to be put in place
<b>Improved physical environment</b>	The school is all on one level.  Where there is a slight step there are ramps in place to make the building accessible.	<b>To improve physical access for children &amp; parents with disabilities.</b>	Ramps for easy access for those with disabilities are available at entrances to the school.	Head Teacher ensure that this is included in the plans for any building works	Ongoing	Walkways are installed that enables children & adults with disabilities to have easier access to new classrooms
<b>Improved physical environment</b>	The SENDCo works closely with PSS and carries out an environment checklist to ensure that the environment is suitable for pupils with hearing impairments.	<b>To improve working environment for pupils with hearing impairment</b>	SENDCo in liaison with the Senior Leadership team to take advice from outside agencies and adapt the environment as necessary	SENDCO	ongoing	Working environment adapted to improve visual environment.
<b>Improved physical environment</b>	There are 3 accessible toilets located: <ul style="list-style-type: none"> <li>• Front Office</li> <li>• Reception building</li> </ul>	<b>To ensure there is an accessible toilet that can be used by disabled pupils &amp; staff &amp; parents</b>	An accessible uni-sex disabled toilet is available in the office area, Nursery and Reception buildings.		Ongoing	Accessible toilet available for all pupils / adults

	<ul style="list-style-type: none"><li>• Nursery building</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 reviewed by the governing board.

It will be approved by the Trust board & the governing board.

## 5. Links with other policies

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

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