



ACCESSIBILITY PLAN 2026-2029

This Accessibility Plan links in with the school's Equality Policy and supports Shalford Infant & Nursery School's approach to promoting equality, as defined within the Equality Act (2010).

Introduction

Shalford Infant & Nursery School is committed to ensuring equal treatment of all its pupils, staff and any others involved in the school community, with any form of disability. We will ensure that disabled people are not treated less favourably in any procedures or practices, and will not tolerate harassment of disabled people. We will promote positive attitudes towards disabled people and actively encourage participation by disabled children in school life.

We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

Not all pupils with disabilities have special educational needs (SEN) and not all pupils with SEN meet the definition of disability, but this plan covers all of these pupils.

The Equality Act 2010 describes a **disability** as 'a physical or mental impairment which has a substantial and long-term adverse effect upon their ability to carry out normal day-to-day activities'. People who have had a disability are protected from discrimination even if they no longer have a disability.

Impairments include sensory impairments

Pupils have **Special Educational Needs** if they have a learning difficulty which calls for special educational provision to be made for them.

Pupils with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area.

The SEN and Disability Act 2001 extended the DDA (Disability Discrimination Act 1995) to cover education, so since 2002 the Governing Body has had three key duties towards disabled pupils under part 4 of the DDA.

- Not to treat disabled pupils less favourably for reasons related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage including potential adjustments which may be needed in the future.
- To plan to increase access to education for disabled pupils, staff and visitors.

This plan sets out the proposals of the Governing Body of the school to improve awareness of Equality and Inclusion and to increase access to education in the three areas required by the planning duties in the DDA.

- Increasing access for disabled pupils to the school curriculum
- Improving access to the physical environment of the school
- Improving the delivery of written information to disabled pupils

Context

Shalford Infant & Nursery School is a small school with a Pupil Admission Number (PAN) of 90. The main parts of the building are Victorian. Some modifications have already been made within the building to improve access to the environment to accommodate pupils with physical and sensory impairments.

To ensure that disabled pupils can participate in the school curriculum.

TARGET/COMMENT	ACTION	Time Scale	Success Criteria
Continue to liaise with pre-school providers to review intake for September as appropriate	To identify pupils who may need additional provision for Sept intake or as pupils enter school. To provide support for pupils who enter school at any point.	Ongoing	Procedures/equipment/ideas set in place by September or asap at other points of entry.
Ensure that teachers and TA's have the necessary training to teach and support disabled pupils, notably new staff.	Identify on entry disabled pupils and ensure that sufficient staff are qualified and trained to support them. For example – moving and handling To work with the Specialist Teacher Advisory Service if needed.	Ongoing	All staff trained and confident with issues linked to accessibility and inclusivity with regards to accessing the curriculum. We recognise that this is an on-going process and that needs and expertise will change with time
Classrooms are optimally organised and appropriate equipment is provided to promote the participation and independence of all pupils.	Specialist seating. Sloping boards and footrests for pupils with physical problems. Coloured overlays/ worksheets for pupils with visual difficulty. Pencil grips for pupils with grip difficulty. Sensory aids, Sit and move cushions.	Specialist equipment provided when need identified. On-going	Increased access to the curriculum. Needs of all learners met

Improving Access to the Physical Environment

TARGET/COMMENT	ACTION	Time Scale	Success Criteria
Ensure that all areas of the school building and grounds are accessible for all children and adults and to continue to improve the access of the physical environment for all	<p>The school work with the LA advisory service to create adaptations required for children with disabilities.</p> <p>Ensure markings on steps are refreshed as needed.</p> <p>The school will take into account the needs of pupils, staff and visitors with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting, and colour schemes, and more accessible facilities and fittings.</p>	<p>As required</p> <p>Ongoing</p>	School building and grounds accessible to all.

Improving the delivery of written information to disabled pupils, staff and visitors

TARGET/COMMENT	ACTION	Time Scale	Success Criteria
Availability of written information in alternative formats	The school will make itself aware of the services available through the LEA for converting written information into alternative formats.	Ongoing	Parents with particular needs will have the same access to information as any other parent
As necessary increase access to written information for pupils, parents, and visitors.	<ul style="list-style-type: none"> • Consistently use visual timetables for all children. • Use specialised exercise books and reading rulers for identified children with dyslexia • Increase font size on handouts if required. • Encourage parents to use applications 	Ongoing	All stakeholders supported to the best of our abilities

	such as google translate to support EAL stakeholders.		
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