

# SCAWSBY SALTERSGATE INFANT SCHOOL



## Accessibility Plan

<b>Policy Approved by Governors</b>	<b>Sept 2025</b>
<b>Review Date</b>	<b>Sept 2028</b>

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## **Aims**

Saltergate Infant School is an inclusive school and our values reflect our commitment to a school where there are high expectations for everyone.

We aim to treat all pupils fairly and with respect, and this involves providing access and opportunities for all pupils by eliminating discrimination, harassment and victimisation of any kind. Everyone in our school is important and included. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to. We strive to continually advance the equality of opportunity between those pupils who share a protected characteristic and those who don't.

We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued, consulting and involving those affected by inequality, in the decisions we take to promote equality and eliminate discrimination.

## **Legislation and guidance**

This document meets the requirements of schedule 10 of the Equality Act <http://www.legislation.gov.uk/ukpga/2010/15/schedule/10> and the Department for Education (DfE) guidance for schools on the Equality Act <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities.

## **Definition of special educational needs**

In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision. The Special Educational Needs and Disability (SEND) Code of Practice 0 to 25 Years (DfE, 2014) <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> says children have a learning difficulty or disability if they:

- have significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools or post16 institutions; and
- are under compulsory school age and are likely to fall within either of the definitions above when they reach compulsory school age or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. Under the 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.

Our Special Educational Needs Policy and Information Report outlines the school's provision for supporting pupils with special educational needs and disabilities (SEND), and the Equality Policy and Objectives explains how we ensure equal opportunities for all our pupils, increased access to the curriculum, physical access to the school and access to information particular to students with SEND. This Accessibility Plan provides an outline of how the school will manage this part of the SEND provision.

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. Schools are required under the Equality Act 2010 to have an accessibility plan. Our Accessibility Plan will:

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

The Accessibility Plan will be published on the school website.

Our Accessibility Plan should be read in conjunction with the following school policies:

- SEND policy and information report
- Teaching and Learning policy
- Behaviour policy
- Health and Safety policy
- Medicines policy
- Positive handling policy

### **3. 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 governing board

### **5. Action plan**

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

AIM	CURRENT GOOD PRACTICE Include established practice, and practice under development	OBJECTIVES State short, medium and long-term objectives	ACTIONS TO BE TAKEN	PERSON RESPONSIBLE	DATE TO COMPLETE ACTIONS BY	SUCCESS CRITERIA
<p>Increase accessibility to the curriculum for pupils with a disability and or additional needs</p>	<p>Our school offers a differentiated curriculum for all pupils</p> <p>We use resources tailored to the needs of pupils who require support to access the curriculum, this includes both physical resources and resources to support social, emotional and mental health (SEMH)</p> <p>Curriculum progress is tracked for all pupils, including those with SEND</p> <p>Targets are set effectively and are appropriate for pupils with additional needs</p> <p>The curriculum is reviewed to ensure it meets the needs of all pupils</p> <p>The school works with specialist agencies to support children with specific additional needs</p> <p>The school provides high quality outdoor provision to support the curriculum and ensures this is accessible to all children regardless of need, including Forest Schools.</p>	<p>To extend the curriculum and resources to include examples of people with additional needs and or disabilities</p> <p>To create areas within school that provide ‘calm safe spaces’ for children who have sensory needs, ASD, anxiety.</p> <p>To purchase resources including ‘Hamish and Milo’ and motional tools to support children with social, emotional and mental health concerns.</p>	<p>Continue to gather information on any new children to the school who have a SEND need (including SEMH) and ensure that all resources and support is in place to allow them to fully access the curriculum.</p> <p>To continue to review the children with SEND to ensure the resources, support etc are still applicable to ensure that they can fully access the curriculum</p> <p>When purchasing future resources, planning assemblies ensure there examples of people with additional needs and or disabilities</p>	<p>SENCo</p> <p>SENCo and subject leaders</p>	<p>At the beginning of each year and then termly after pupil progress meetings/support plans</p> <p>Ongoing throughout the year if/when a new child starts school</p> <p>At the beginning of year when reviewing curriculum – ongoing</p>	<p>All children make at least good progress within lessons, series of lesson throughout year and their time in our school regardless of their needs.</p> <p>School have the necessary resources to support and cater for all needs both physically and SEMH</p> <p>Resources show positive example of people with SEND .Attitudes towards people with SEND shows a greater awareness.</p>
	<p>All children with additional needs have a one page profile. Medical cards (yellow cards) are provided to support children with medical needs</p>		<p>Continue to review the register of children with SEND and medical needs and ensure one page profiles and yellow cards are up to date</p>	<p>SENCO and office administrator</p>	<p>Completed at beginning of school year (reviewed every term)</p>	<p>All staff have an awareness of children and staff of additional needs and medical needs</p>

	<p>Our school ensures all staff have the relevant training, including medical training to support children with additional needs.</p> <p>Our school ensures all school trips and activities are accessible to all children- risk assessments are in place to support children with SEND, including those with SEMH concerns</p>	<p>All staff are aware of children with additional needs and or medical conditions</p> <p>Training for staff, including medical as appropriate</p> <p>Continue to ensure there are separate risk assessments in place for children with SEND for school trips.</p>	<p>CPD audit of staff, discussions with staff linked to CDP – staff and governors access all relevant CPD and training needed</p> <p>To continue to ensure ALL school trips are accessible for all children regardless of need and or disability</p>	<p>SENCo and SLT</p> <p>All teachers</p>	<p>Training identified at the beginning of school year – and reviewed throughout depending on the needs of children.</p> <p>When trips are organised</p>	<p>Raised confidence of staff and governors in their commitment to meet the needs of all children</p> <p>ALL children are able to access school off site trips</p>
<p>Improve and maintain access to the physical environment</p>	<p>The school environment is adapted to the needs of pupils as required. This includes:</p> <ul style="list-style-type: none"> <li>Ramps</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>Lighting</li> <li>Sensory Room and nurture room</li> <li>Yellow lines to denote steps etc outside</li> <li>Clear labels for emergency escape routes</li> <li>Forest school and outdoor provision</li> <li>Individual PEEPs for emergency evacuations, including fire drills</li> </ul>	<p>Continue to review the environment to ensure it can be accessed by pupils, parents, carers and visitors</p> <p>To ensure there are adequate changing facilities to ensure privacy for all children and ensure safeguarding of staff and pupils</p> <p>To continually maintain yellow/fluorescent warning strips on vertical posts, steps, handrails etc for visually</p>	<p>To ensure that the main gates into school are accessible and can be opened independently by people with pushchairs, mobility conditions including wheelchairs</p> <p>Design badges for pupil who need to have access to school car park</p> <p>Develop ‘calm safe and sensory’ areas around school to support children with SEMH</p> <p>To ensure there is adequate changing facilities, including screening in Nursery to ensure privacy for children during changing time.</p> <p>All areas both internal and external to be included, ongoing maintenance of existing warning fixtures and</p>	<p>Head Teacher</p> <p>Head Teacher</p> <p>SENCo</p> <p>SENCo and Nursery Lead</p>	<p>February 2026</p> <p>February 2026</p>	

		<p>impaired members of the school community</p> <p>Personal evacuation plans (the evacuation of the building in a emergency/fire drill) for identified vulnerable pupils, children with additional needs, including SEMH which clearly state who is responsible to support and how to support in the event.</p>	<p>strips. Checked and maintained all year round.</p> <p>Continue to develop Personal emergency evacuation plans (PEEPs) for specific pupils, (those who are vulnerable are on the SEND register and or have SEHM concerns). All staff to be informed of the pupils they are responsible for in an emergency situation. Peeps forms are stored with class fire register and with emergency evacuation register held by School office.</p>	Site Manager	Every school year-on going maintenance	
<p>Improve the delivery of information to pupils, staff parents and carers with SEND</p>	<p>Our school uses a range of communication methods to ensure information is accessible. This includes:</p> <ul style="list-style-type: none"> <li>• Internal signage</li> <li>• Large print resources</li> <li>• BSL</li> <li>• Pictorial or symbolic representations - Makaton</li> <li>• Overlays for children with dyslexia tendencies</li> <li>• Use of technology</li> <li>• Coloured backgrounds on Power points presentations</li> </ul>	<p>Inclusive discussion as to how all stakeholders access to information linked to school</p>	<p>To review and development the use of technology and other resources to improve the delivery of information for both pupils, staff, parents and carers with SEND</p> <p>Consultation with parents, carers and children needed about access to information and preferred formats in all reviews</p>	SLT and SEN team	As needed	<p>Staff more aware of individual pupils' preferred method of communication as well as parents and carers</p>