

Glendale Infant School

Accessibility Plan



The policy was presented to the Governing Body on ..... 2025.

Signed on behalf of the Governing Body

Name \_\_\_\_\_ Position \_\_\_\_\_

and will be reviewed in the Autumn Term 2028.

The implementation of this policy is the responsibility of all staff and relevant stakeholders.

## Introduction

1. The Glendale Infant School Accessibility Plan has been drawn up based upon information supplied by the Local Authority, and in conjunction with pupils, parents, staff and governors of the school and will advise other school planning documents. The Accessibility Plan will be reviewed every three years.

2. The Accessibility Plan is structured to complement and support the school's Equality Objectives, and will similarly be published on the school website. We understand that the LA will monitor the school's activity under the Equality Act 2010 (and in particular Schedule 10 regarding Accessibility) and will advise upon the compliance with that duty.

3. We are committed to providing an environment that enables full curriculum access that 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 taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school.

4. The Glendale infant School Accessibility Plan shows how access is to be improved for disabled pupils, staff and visitors to the school in a given timeframe and anticipating the need to make reasonable adjustments to accommodate their needs where practicable. The Accessibility Plan will contain relevant and timely actions to:

- increase access to the curriculum for pupils with a disability, expanding the curriculum as necessary to ensure that pupils with a disability are as equally prepared for life as are the able-bodied pupils; (If a school fails to do this they are in breach of duties under the Equalities Act 2010); this covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits - it also covers the provision of specialist or auxiliary aids and equipment, which may assist these pupils in accessing the curriculum within a reasonable timeframe;
- improve access to the physical environment of the school, adding specialist facilities as necessary - this covers improvements to the physical environment of the school and physical aids to access education within a reasonable timeframe;
- improve the delivery of written information to pupils, staff, parents and visitors with disabilities; examples might include handouts, timetables, textbooks and information about the school and school events; the information should be made available in various preferred formats within a reasonable timeframe.

5. The Accessibility Plan relates to the key aspects of physical environment, curriculum and written information.

6. Whole school training will recognise the need to continue raising awareness for staff and governors on equality issues with reference to the Equality Act 2010. 7. The Accessibility Plan should be read in conjunction with the following school policies, strategies and documents:

- Curriculum Plan
- Learning Policy
- Equality Objectives

- Equality Statement
- Health & Safety Policy (including off-site safety)
- Special Educational Needs Policy
- Behaviour Management Policy
- Learning Improvement Plan
- School Prospectus and Aim Statement

8. The Accessibility Plan for physical accessibility relates to the Access Audit of the School, which was originally undertaken by the Local Authority and subsequently updated by the school and remains the responsibility of the governing body. It may not be feasible to undertake all of the works during the life of this Accessibility Plan and therefore some items will roll forward into subsequent plans. An accessibility audit will be completed by the school prior to the end of each period covering this plan in order to inform the development of a new Accessibility Plan for the ongoing period.

9. Equality Impact Assessments will be undertaken as and when school policies are reviewed. The terms of reference for all governors' committees will include the need to consider Equality and Diversity issues as required by the Equality Act 2010.

10. The Prospectus will make reference to this Accessibility Plan.

11. The School's complaints procedure covers the Accessibility Plan.

12. The Accessibility Plan will be published on the school website.

13. The Accessibility Plan will be monitored through the Governor Resources Committee.

14. The school will work in partnership with the Local Authority in developing and implementing this Accessibility Plan.

15. The Accessibility Plan may be monitored by Ofsted during Inspection processes in relation to Schedule 10 of the Equality Act 2010.

School Accessibility Plan - 2025 to 2028: Improving the Curriculum Access

<b>TARGET</b>	<b>STRATEGY</b>	<b>OUTCOME</b>	<b>TIMEFRAME</b>	<b>ACHIEVEMENT</b>
To develop a CPD programme to ensure staff are knowledgeable in terms of the needs of pupils with disabilities and strategies to support them	Staff training requirements identified (Performance Management) Guest speakers, school nurse, link professionals, inset, SEMHC training	All teachers fully meet the requirements of disabled children’s needs with regards to accessing the curriculum Monitored by HT and SENCO.	Continuous.	Increased access to an appropriate curriculum for all pupils.
All out-of-school activities are planned to ensure the participation of the whole range of pupils.	Review all out-of-school provision to ensure compliance with legislation. Pupil Premium funding used to subsidise activities.	All out-of-school activities will be conducted in an inclusive environment and if outside providers are used they will comply with all current and future legislative requirements Monitored by HT.	Continuous.	Increase in access to all school activities such as trips out, residential visits, extended schools activities and sporting events for all pupils.
To ensure classrooms are optimally organised to promote the participation and independence of all pupils	Review and implement a preferred layout of furniture and equipment to support the learning process in individual classes.	Lessons start on time without the need to make adjustments to accommodate the needs of individual pupils Monitored by HT and SENCO.	Continuous	More time available for pupils to participate in curriculum activities.
Governors to be aware of any issues relating to disability access.	Regular meeting with SENCO to discuss vulnerable groups of learners.	Whole school community aware of issues relating to Access Monitored by named governor for vulnerable groups and SENCO	Continuous.	Society will benefit by a more inclusive school and social environment
To deploy Teaching Assistants effectively to support pupils’ participation	Review needs of pupils within each class and staff accordingly Ensure staff	Pupils needs are appropriately met through effective deployment of	Continuous.	All pupils are supported to achieve their full potential.

	skills are matched to pupil needs. SEMHC training	skilled support staff Monitored by HT and SENCO.		

School Accessibility Plan - 2025 to 2028: Improving the Physical Access

<b>Location</b>	<b>Item to improve physical access</b>	<b>Activity</b>
Outside areas	Car parking	Ensure markings for disabled parking is clearly visible.
All areas.	<ul style="list-style-type: none"> <li>• Signage</li> <li>• Introduce visibility panels to doors where required</li> <li>• Improve classroom furniture layouts to increase access</li> </ul>	<ul style="list-style-type: none"> <li>• As required.</li> </ul>
Main entrance/Easy Access Entrance.	Main entrance and foyer <ul style="list-style-type: none"> <li>• Accessible auto door if required</li> </ul>	Ensure entrance including the ramp at the front playground remains free of clutter and obstacles to allow access for wheelchairs, etc.
Corridors.	Remove trip hazards <ul style="list-style-type: none"> <li>• Observe fire exit routes</li> <li>• Increase signage and aids for visual and hearing impaired as required.</li> </ul>	Identify appropriate storage for equipment and ensure that items are not left indiscriminately <ul style="list-style-type: none"> <li>• Remove obstacles around signed emergency routes.</li> </ul>

School Accessibility Plan - 2025 to 2028 : Improving the Delivery of Written Information

<b>Target</b>	<b>Strategy</b>	<b>Outcome</b>	<b>Timeframe</b>	<b>Achievement</b>
Availability of written material in alternative formats.	The school will make itself aware of the services available through the LA for converting written information into alternative formats.	The school will be able to provide written information in different formats when required for individual purposes such as use of symbols, communicate in print, large print or through augmentative communication technology, language translation, contrasting colours.	Continuous.	Delivery of information to disabled pupils and parents improved.
Make available school brochures, school newsletters and other information for parents in alternative formats	Review all current school publications and promote the availability in different formats for those that require it.	All school information available for all through hard copy and website	Continuous	Delivery of school information to parents and the local community improved.
Review documentation with a view of ensuring accessibility for pupils with visual impairment	Get advice from HVSS on alternative formats and use of IT software to produce customized materials.	All school information available for all	As required.	Delivery of school information to pupils & parents with visual difficulties improved.
Raise the awareness of adults working at and for the school on the importance of using a communication friendly environment according to individual need.	Communication in print training. Training on range of issues such as functional use of language and managing and delivering SALT plans. Other training as required.	Awareness of target group raised.	As required.	School is more effective in meeting the needs of pupils.