



## **Stillness Infant School**

# **Accessibility Policy and Plan**

Reviewed: January 2025  
Review Date: January 2028

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

1. We are committed to providing an accessible environment which values and includes all children, 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.
2. Stillness Infant School has implemented plans, over time, to additionally improve and ensure the accessibility of provision for all children, staff and visitors to the school.
3. An Accessibility Plan will be drawn up to cover a three year period. The plan will be updated earlier if required.
4. The Accessibility Plan will contain relevant actions to:
  - Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
  - Increase access to the curriculum for children with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that children with a disability are as, equally, prepared for life as are the able-bodied children. 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 aids and equipment, which may assist these children in accessing the curriculum.
  - Improve and make reasonable adjustments to the delivery of written information to children, staff, parents and visitors with disabilities. Examples might include hand-outs, timetables, and information about the school and school events. The information should be made available in various preferred formats within a reasonable time frame.
5. The Action Plan for physical accessibility relates to the Access Audit of the school, which is undertaken regularly. The audit will need to be revisited prior to the end of each first three-year plan period in order to inform the development of the new Plan for the following period.
6. The School website will display this Accessibility Plan.
7. The School's complaints procedure covers the Accessibility Plan.
8. The Plan will be monitored through the Governor meetings.

9. We recognise the need for continued awareness raising and training for staff and governors in the matter of disability discrimination.

10. This policy is linked to the following policies and documents:

- Health and Safety policy
- Supporting pupils with Medical conditions policy
- Safeguarding policy
- Complaints policy

**Stillness Infant School Accessibility Plan 2025-2028**

**Improving the curriculum access at Stillness Infant School.**

Priority	Strategy / Action taken	Time	Success Criteria
Promote positive attitudes towards disabilities	<ul style="list-style-type: none"> <li>• Consider accessibility when planning school trips- risk assessments adapted as necessary for named children. Activities chosen to include participation by all children.</li> <li>• Review curriculum for opportunities to raise awareness and present disability in a positive way.</li> <li>• Review books – encourage a range of books to positively reflect disabilities</li> <li>• Assembly focus/fundraising linked to charities that support specific disabilities e.g. RNID, RNIB.</li> </ul>	On-going	<p>Increased understanding and positive attitude towards disabilities.</p> <p>Increased participation in school life.</p>
On-going training for staff in aspects of disability relevant to current children in school e.g. RNID for hearing loss.	<ul style="list-style-type: none"> <li>• Staff training from specific charities e.g. RNID and other health professionals to develop a greater understanding of specific needs which impact teaching and learning.</li> </ul>	On-going	Staff confidently and effectively support the children to make good progress and attainment.
Promote equality of opportunity between disabled children and other children	<ul style="list-style-type: none"> <li>• Check attendance of disabled children at lunchtime and after school clubs.</li> <li>• Adaptations to sports provision, both within the curriculum and events e.g. sports days</li> <li>• Purchase of specialist equipment e.g. sensory circuit</li> </ul>	Yearly review	<p>Disabled children will have access to lunch and after school clubs.</p> <p>Disabled children will be able to participate fully in adapted sports curriculum, events, weekly class PE sessions, and specialised interventions e.g. sensory circuits.</p>
Provision of specialist equipment / resources within the class learning environment.	<ul style="list-style-type: none"> <li>• Specialist individual equipment will be available as needed e.g. writing slope, adapted seating, wobble cushion, ear defenders, pencil grips etc.</li> <li>• Staff training on effective use of equipment / resources to improve access to the curriculum.</li> </ul>	On-going	All children can access the curriculum effectively.

<p>Provide additional visual support for all children e.g. class visual timetables, zones of regulation, staff personal visual cues.</p>	<ul style="list-style-type: none"> <li>• Visual timetables will support all children in accessing and understanding the sequence of learning throughout the day.</li> <li>• All children can access the Zones of Regulation prompt to support their emotional wellbeing, especially when unable to express their concerns.</li> <li>• Staff visual cues will effectively support children's behaviour and emotional wellbeing.</li> </ul>	<p>On-going</p>	<p>All children will benefit from additional visual support across the school in a range of learning situations. Staff will confidently and consistently use visual support resources to support emotional wellbeing and behaviour across the school.</p>
<p>Individual Education Plans in place for children with EHCPs and high needs.</p>	<ul style="list-style-type: none"> <li>• An inclusive strategy to help children learn and support the individual child's progress. All staff will be clear on steps the school has implemented to meet the child's needs.</li> </ul>	<p>On-going</p>	<p>All staff will understand the individual children's needs and how to effectively support them within our school.</p>
<p>Take account of disabled people's disabilities and make reasonable adjustments</p>	<ul style="list-style-type: none"> <li>• Newsletters and other documents: <ul style="list-style-type: none"> <li>➢ Make large print documents available on request.</li> <li>➢ Have information available to read on the website.</li> </ul> </li> <li>• Adaptations to parent events including concerts, parent consultations etc. this may include interpreters, seating arrangements etc.</li> </ul>	<p>Yearly review</p>	<p>Improved delivery of information in a format appropriate to needs.  Disabled parents/carers are able to successfully access parent or family events at school.</p>
<p>Improve the environment to increase the extent to which disabled pupils can take advantage of education and associated services.</p>	<ul style="list-style-type: none"> <li>• Ensure that the classrooms and other areas are optimally organised for disabled children within current restraints. Identify if there are any needs and actions for future improvements: <ul style="list-style-type: none"> <li>➢ Plan classrooms in accordance with child needs.</li> <li>➢ Organise resources to reflect need</li> <li>➢ Incorporate accessibility into any proposed structural alternatives.</li> <li>➢ Look at accessibility in all areas of school life.</li> <li>➢ Ensure planned alterations to building comply with guidance on sight impairment and physical accessibility.</li> </ul> </li> </ul>	<p>Yearly review</p>	<p>Environments are more user friendly for disabled children, allowing them equality of opportunity to access the curriculum.</p>