

Accessibility Plan 2025–2028



1. Introduction

This Accessibility Plan outlines how Inglehurst Infant School will:

- Increase access to the curriculum for pupils with disabilities.
- Improve the physical environment.
- Improve access to information.

2. Legal Framework

This plan complies with:

- Equality Act 2010
- SEND Code of Practice (2015)
- Children and Families Act 2014
- DfE SEND and AP Improvement Plan (2023)

3. Key Areas of Focus

A. Access to the Curriculum

Target	Actions	Outcomes	Timeframe	Responsibility
Ensure all pupils can access a broad and balanced curriculum	Use adaptive teaching/ differentiated planning, visual supports, and pre-teaching strategies	Learning walks evidence that pupils with SEND access the curriculum in meaningful ways.	Termly review	Class teachers, SENDCo, SLT

	Use Joint Planning Meetings and transition meetings to identify key areas for staff training in the support of pupils	Progress is evidenced and assessments indicate that pupils know and remember more.		
Staff training on inclusive teaching and reasonable adjustments	<p>CPD on ASD (AET training), ADHD, sensory needs, and trauma-informed practice</p> <p>Support teachers in using Small Steps assessment for some pupils with SEND</p> <p>Support teachers in using BERA Assessments to identify reasonable adjustments for SEND pupils</p>	Post-training surveys, learning walks and pupil voice provide evidence of training implementation and impact.	<p>2025-26 AET training</p> <p>Termly screening schedule meetings and open drop-in sessions</p> <p>SENDCo attend pupil progress meetings</p> <p>BERA assessments when required</p>	Headteacher, SENDCo
Use of Individual SEND Support	Review and update SEND Support with SMART targets	Tailored support for each pupil	Termly	SENDCo
Inclusive extracurricular activities	<p>Risk assessments (including prior visits) and reasonable adjustments for trips and clubs where needed</p> <p>Ensure parents/carers are fully aware of opportunities</p>	Increase in extracurricular participation rates among pupils with SEND	Ongoing	SLT, EVC

	<p>Staffing planned for additional support where needed</p> <p>Ensure that club staff or visiting staff are aware of pupils needs and support with strategies where appropriate</p> <p>Contact place of visit to see if any access arrangements are offered.</p>			
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B. Access to the Physical Environment

Target	Actions	Outcomes	Timeframe	Responsibility
Improve site accessibility	<p>Annual audit of lighting, signage, and toilets</p> <p>Explore costing of ramps</p> <p>Regularly review needs of specific children identified on the SEND register re. access, classroom organisation etc.</p>	Safe and inclusive environment	Annually	Site Manager, SENDCo and other SLT
Emergency evacuation planning	<p>Develop and review Personal Emergency Evacuation Plans (PEEPs)</p> <p>Regular evacuation/ drills</p>	<p>PEEPs are up to date and available to staff</p> <p>Staff are aware of roles and procedures</p> <p>Safe evacuation for all</p>	Reviewed annually and then as needed	SENDCo and other SLT

		Children are supported/ confident during evacuation		
Consider the lone or installation of assistive equipment	Explore funding for hearing loops, evac chairs, and adjustable furniture.	Enhanced access for pupils with physical/sensory needs	As per pupil need	SLT, Governors
Outdoor equipment/resources are safe and accessible for pupils	Allow extra time for staff to familiarise high needs pupils with safe access around play area	Increased confidence and independence in the access of equipment by pupils	Annually	SLT Site Manager SENDCo

C. Access to Information

Target	Actions	Outcomes	Timeframe	Responsibility
Provide school information in accessible formats	RMP can be translated in to any language Use of video recordings to support policies	Improved parental engagement	Autumn 2025 and ongoing	SLT
Use alternate communication systems and visual tools e.g., timetables, now and next and objects of reference	Embed across classrooms and communal areas Support for new member of staff in the use of alternative communication systems (e.g. use of visual cues, objects, actions or pictures)	Increased independence and understanding Personalised and whole-school visual tools are in place and used consistently	Ongoing	Class teachers
Ensure website accessibility	Audit and update website for screen reader compatibility	Inclusive digital access	Annually	Headteacher, SBM and website providers

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4. Monitoring and Review

- Reviewed every three years (next review: Summer 2028).
- Monitored termly by SENDCo and SLT.
- Reported annually to Governors.

5. Best Practice Integration

This plan reflects current best practices:

- EEF guidance: Emphasises inclusive teaching and proactive behaviour support.
- DfE SEND governance guidance: Encourages strategic oversight and co-production with families.
- Accessibility Planning Guidance: Recommends anticipatory adjustments and stakeholder engagement.