



## Inglehurst Infant School

# Accessibility Plan 2026-2029

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**Status:** Policy

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**Applies to:** Inglehurst Infant School

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**Approved by:** Local Governing Board

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**Date approved:** September 2026

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**Review date:** September 2027

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**Policy owner:** Headteacher

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This policy should be read in conjunction with relevant statutory guidance and Trust policy and procedure.

## 1. Purpose and legal framework

This Accessibility Plan sets out how Inglehurst Infant School will improve accessibility for disabled pupils over time. It has been prepared in accordance with Schedule 10 of the Equality Act 2010 and should be read alongside the Attenborough Learning Trust Equality Policy and the school's SEND Information Report.

Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The school is committed to providing an inclusive environment and to identifying and removing barriers to participation wherever reasonably possible.

The Accessibility Plan identifies actions to:

- increase the extent to which disabled pupils can participate in the curriculum;
- improve the physical environment so that disabled pupils can take better advantage of education, benefits, facilities and services; and
- improve the availability of accessible information to disabled pupils.

The plan is concerned with improving accessibility over time. Individual reasonable adjustments for pupils are made as required through the school's day-to-day provision and relevant individual plans.

## 2. Current accessibility and school context

### 2.1 School site and buildings

The majority of the school site is accessible due to its single-storey layout. However, some areas present challenges for wheelchair users and individuals with limited mobility.

The main entrance to reception includes a set of steps, meaning wheelchair users and others with mobility needs must enter via an alternative step-free route at the rear of the school. This route is accessible but not immediately visible from the front of the building.

From the main corridor, there are steps leading down to the Nursery and The Nest (our internal alternative provision). These areas cannot currently be accessed directly without using steps. Although alternative routes exist to reach these spaces, they do not include ramps and may require longer travel around the site and additional adult support. There are also steps leading from the main corridor down to the main playground. Again, an alternative route is available, but it is not ramped.

All Reception and KS1 classrooms are on a single level, with wide internal doors and circulation spaces that support wheelchair access. The school has an accessible toilet and changing space, and classrooms are organised with calm visuals, clear pathways and predictable layouts to support pupils with sensory or communication needs.

## 2.2 Current accessibility provision

The school already has a range of arrangements in place to support disabled pupils, including:

- visual supports such as timetables, now/next boards, symbol-supported instructions and consistent classroom organisation
- assistive technology, including iPads, reading/phonics apps, and access to online learning tools
- specialist equipment where required (e.g., pencil grips, seating supports, sensory resources, ear defenders)
- adapted teaching approaches embedded through the school's early years and KS1 practice
- PEEPs for pupils who require personalised evacuation arrangements
- adjusted communication formats, including simplified text, symbol-supported letters and parent-friendly digital communication
- staff expertise in SEND, including autism, speech and language needs, sensory processing and early communication
- safe spaces to support emotional regulation, including the soft play area, calm room and nurture room.

## 2.3 How priorities have been identified

Priorities have been identified through:

- analysis of the needs of current pupils, including those with SEND, medical needs and sensory needs
- anticipated needs of pupils joining Nursery and Reception
- parent/carers feedback, including SEND reviews and wider engagement activities such as liaising with previous settings
- staff feedback on barriers to learning or access
- advice from specialist professionals, including the Educational Psychology Service, SEMH team and LCI
- planned premises improvements and Trust-wide health and safety reviews

## 2.4 Wider accessibility for our school community

This Accessibility Plan is specifically concerned with the school's statutory duty to improve accessibility for disabled pupils. The school also recognises its wider duties under the Equality Act 2010 in relation to disabled staff, parents, carers, visitors and other members of the school community. When considering improvements to the physical environment, communication and access to school activities and services, the school will consider the accessibility needs of the wider school community wherever appropriate.

## **Physical accessibility**

The school supports physical accessibility through:

- uncluttered classrooms, corridors and shared spaces
- high-visibility markings on steps and changes of level
- handrails in stepped areas
- an accessible toilet and changing facilities
- flexible parking arrangements for visitors requiring easier access to the site

## **Communication accessibility**

The school supports accessible communication through:

- Reach More Parents translation functionality
- simplified written communication where appropriate
- pictorial signage around the school site
- symbol-supported communication for pupils who require it
- alternative formats available on request

## **Family support**

The school supports families through:

- access to a dedicated family room for meetings and support
- workshops and information sessions for parents and carers
- support from the Family Support Worker, including assistance with forms, referrals and access to services

## **Specialist support**

The school works closely with specialist services including:

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Learning, Communication and Interaction (LCI)
- Social, Emotional and Mental Health (SEMH)
- Educational Psychology

## **3. Accessibility action plan**

### **3.1 Increasing access to the curriculum**

Our curriculum is inclusive by design, enabling pupils with SEND to learn alongside their peers wherever possible. We adapt teaching, scaffold tasks and use clear routines and visuals so that all children can access learning meaningfully. All our classrooms include: visual timetables, pictorially labelled resources, consistent routines, language-rich, communication-friendly environments and high-quality modelling and scaffolds. Lessons are intentionally structured, so every child feels welcomed, represented, and able to access learning in ways that

meet their individual needs. For further information, please visit the inclusion section of our school website <https://www.inglehurstinfants.org.uk/topic/inclusion>

All educational visits are risk assessed to ensure pupils with disabilities can participate wherever reasonably possible. Adjustments are made to transport, staffing and activities where required.

| Priority / barrier identified                         | Action to be taken                                                                                                                                         | Responsibility                                  | Timescale | Resources / cost       | Success criteria                                                                                                                                                                                                                                | Progress / review |
|-------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|-----------|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| Speech and language difficulties                      | Continue to develop communication-friendly classrooms through staff training, visual communication systems and targeted speech and language interventions. | SENDCo                                          | Ongoing   | Existing SEND budget   | <ul style="list-style-type: none"> <li>Staff consistently use agreed communication strategies.</li> <li>Identified pupils make progress toward communication targets.</li> <li>Communication environments meet SALT recommendations.</li> </ul> |                   |
| Access to communication tools for outdoor learning    | Develop portable communication resources and visual supports for outdoor provision and educational visits.                                                 | SENDCo / EYFS Lead                              | 2026-27   | Existing SEND budget   | <ul style="list-style-type: none"> <li>Visual communication tools available in all outdoor areas.</li> <li>Pupils requiring AAC or visual supports can access outdoor learning independently.</li> </ul>                                        |                   |
| Staff confidence with complex needs                   | Provide targeted CPD on emerging pupil needs, including sensory processing, autism and alternative communication systems.                                  | SENDCo / Headteacher                            | Annual    | Staff training budget  | <ul style="list-style-type: none"> <li>Staff survey demonstrates improved confidence.</li> <li>Training records maintained.</li> </ul>                                                                                                          |                   |
| Enrichment opportunities for pupils with complex SEND | Review participation in clubs, visits, performances and enrichment activities to identify and                                                              | Inclusion Lead / Educational Visits Coordinator | Ongoing   | Existing school budget | <ul style="list-style-type: none"> <li>Participation rates broadly reflect SEND cohort.</li> <li>Reasonable adjustments identified within all visit planning.</li> </ul>                                                                        |                   |

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|  | remove barriers. |  |  |  |  |  |
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### 3.2 Improving access to the physical environment

Accessibility considerations form part of planning for any future site developments, refurbishment projects or procurement decisions.

| Priority / barrier identified       | Action to be taken                                                                                                  | Responsibility                     | Timescale     | Resources / cost            | Success criteria                                                                                                                                                                                                                                                    | Progress / review |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------|------------------------------------|---------------|-----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| Wayfinding and signage              | Review signage across the site to ensure use of symbols, clear fonts and appropriate contrast.                      | Site Manager / Headteacher         | 2027          | Premises budget             | <ul style="list-style-type: none"> <li>New signage installed where required.</li> <li>Visitors and pupils can navigate key areas more independently.</li> </ul>                                                                                                     |                   |
| Sensory environment                 | Review lighting, noise levels and sensory regulation spaces annually.                                               | SENDCo                             | Annual Review | SEND/Premises budget        | <ul style="list-style-type: none"> <li>Identified improvements implemented.</li> <li>Sensory needs reflected in classroom and shared-area planning.</li> </ul>                                                                                                      |                   |
| Access to Outdoor Learning and Play | Review outdoor environments annually to identify barriers for pupils with physical, sensory or communication needs. | SENDCo / EYFS Lead                 |               | Existing staffing resources | <ul style="list-style-type: none"> <li>Outdoor learning spaces remain accessible.</li> <li>Reasonable adjustments implemented where barriers are identified.</li> <li>Pupils with SEND can participate fully in play and outdoor learning opportunities.</li> </ul> |                   |
| Emergency evacuation                | Review PEEPs annually and following any significant site or pupil changes.                                          | Headteacher / SENDCo/ Site Manager | Annual Review | Existing staffing resources | <ul style="list-style-type: none"> <li>Up-to-date PEEPs in place for all relevant individuals.</li> <li>Evacuation procedures tested.</li> </ul>                                                                                                                    |                   |

### 3.3 Improving access to information

| Priority / barrier identified | Action to be taken | Responsibility | Timescale | Resources / cost | Success criteria                                                      | Progress / review |
|-------------------------------|--------------------|----------------|-----------|------------------|-----------------------------------------------------------------------|-------------------|
| Accessible communication      | Review key school  | Headteacher    | Ongoing   |                  | <ul style="list-style-type: none"> <li>Alternative formats</li> </ul> |                   |

|                        |                                                                                                                                                              |             |               |  |                                                                                                                                                                |  |
|------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|---------------|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| for parents and carers | documents and communications to ensure accessibility for adults with visual impairments, literacy difficulties or communication needs.                       |             |               |  | available on request. <ul style="list-style-type: none"> <li>Website accessibility statement maintained.</li> </ul>                                            |  |
| Digital accessibility  | Review online documents and website content to ensure compatibility with screen readers, accessibility tools and current website accessibility requirements. | Headteacher | Annual Review |  | <ul style="list-style-type: none"> <li>New documents comply with accessibility guidance.</li> <li>Website content meets accessibility requirements.</li> </ul> |  |

#### 4. Monitoring and review

The Headteacher is responsible for ensuring that the actions within this plan are implemented and monitored.

Progress against the plan will be reviewed at least annually and reported to the Local Governing Body. The plan may be revised during the three-year period where new accessibility needs are identified, circumstances change or improvements to the school estate create opportunities to increase accessibility.

In reviewing the plan, the school will take account, where appropriate, of the views and needs of disabled pupils and their parents/carers and advice from relevant professionals.

A new Accessibility Plan will be prepared at least every three years.

This plan is published on the school website and is available in alternative formats on request.

#### 5. Annual review record

| Review date | Progress since previous review | Changes made to plan | Reviewed by |
|-------------|--------------------------------|----------------------|-------------|
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#### 6. Links with other Trust and school documents

- Attenborough Learning Trust Equality Policy
- School SEND Information Report

- SEND Policy
- Health and Safety Policy and emergency procedures