

# Instow Community Primary and Preschool

## Accessibility Plan 2025-2028

### Section 1: Vision statement

At Instow Community Primary and Preschool we have high expectations for all children, and everyone is encouraged to 'Aim High' All schools are required under the Equality Act 2010 to have an accessibility plan and the purpose of our plan is to ensure we meet the needs of pupils and their families and remove any barriers that could prevent a child achieving their best. It is our aim to meet the requirements of the Act wherever possible.

### Section 2: Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The 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) 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.

The Instow 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. It should be read in conjunction with the following school policies:

- SEND policy and information report
- Relational (Behaviour) policy
- School improvement plan
- Health and Safety
- Administering medicine policy

This plan was drawn up by Lesley Turner (SENDCo), Lucy Mardling (head teacher) and in consultation with staff and Governors.

Current good practice Established practice and	Objectives	Actions to be taken	Person responsible	Date to complete	Success criteria
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practice under development				actions by	
<b>Provide access to school life for pupils with a disability</b>					
Provision of specialist equipment to increase access to the curriculum – wedge seats, writing slopes, range of Funfit equipment; range of classroom resources – tools for learning, available to all pupils.  Class teachers and Teaching Assistants encouraged to take part in relevant training  Teachers plan learning with all pupils in mind and make adaptations where necessary.	To ensure Teaching Assistants receive SEND training and follow a care plan when working with a disabled pupil. All staff working with a pupil receive training specific to the medical need and work in close liaison with the family and school nurse.  To improve the well-being of pupils across the school through shared expertise and inclusion where appropriate Staff will know how to make adaptations to enable children with communication and interaction needs to access the curriculum with their peers wherever possible. Children with physical disabilities have full inclusion in school trips and events where appropriate and reasonable. Staff and pupils will be safe in school. Improvement in understanding of appropriate and safe working practices.	To embed use of the Attend framework  Staff to be trained on DCC new OAIP materials to ensure universal provision takes the needs of all children into account  Further training – speech and language  Regular meetings with staff to monitor provision and needs	All staff	Ongoing	Full inclusion of pupils some with disabilities and or needs. Personalised care provided where needed; children confident and secure with the help they receive. Independence is promoted as much as possible. Good relationships with peers and staff. Good liaison between school/home /health and social care professionals.
<b>Improving access to the physical environment</b>					
Individual ‘care plans’ are created in liaison with families to ensure the physical needs of disabled pupils are met. Yellow paint used on steps, handrails and relevant doorways	Ensure all pupil information is kept up to date  The physical school site remains accessible	Complete a termly premises walk to ensure continued safe access  To ensure the effective use of the Look Out for children who struggle at break and lunch times	SENDco Head teacher	Ongoing	There are very few incidents of children being unsafe  Children all have equal access to the physical environment

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<p>to ensure safe access for VI pupils School trips and residential are risk assessed for pupils with disability and appropriate measures put in place. Access to playground is supported with peer mediators and learning mentor who will identify and support pupils struggling on the playground. Safe access around the exterior and interior of the school site All of the internal access to the main school is disabled friendly including accessible toilet All of the internal access to the main school is disabled friendly including accessible toilet Adult support to ensure children with SEND are able to participate in outdoor activities and PE with peers.</p>	<p>To provide a physical environment that is accessible to all pupils and enhances learning and development.</p>	<p>To ensure children access the outdoor space effectively and appropriately and it promotes self-regulation.</p>			<p>Children are safe and have positive experiences of the outside space. Children with SEND will have their needs met and a clear plan will be in place with targets reviewed at least termly. Children with SEND will be kept safe around the school site. Children will access the same experiences as their peers and be included.</p>
<p>Improve the access and delivery of written information</p>					
<p>Office staff provide enlarged written communication for parents with sight difficulties when requested. Teaching staff provide appropriate written texts for SEND children. School website has an accessibility function for visually impaired users Parents are given support if</p>	<p>To ensure all pupils and visitors can enjoy and participate in school events and plays. To ensure all pupils can access written instruction and that parents are kept informed of what is going on at school. Children and adults to be able to access the school site easily.</p>	<p>Provide colour backgrounds, reading highlighters, variety of fonts, including dyslexia fonts. Explore methods of communication for non-verbal pupils</p>	<p>All staff</p>	<p>Ongoing</p>	<p>There will be clear communication between school and home. Children with dyslexia will be able to access the curriculum with support.</p>

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<p>they have difficulty accessing forms</p>					
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