

Henleaze Infant School
Accessibility Plan

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Related Policies	SEND Policy Equalities Policy
Chair of Governors Signature	

Be kind, Be curious, Be you.

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. This plan is written for Henleaze Infant School.

The purpose of the plan is to:

- Increase the extent to which pupils with disabilities and prospective pupils can participate in the curriculum, ensuring it meets individual pupils' needs. Make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage.
- Improve the physical environment of the school to enable pupils with disabilities to take better advantage of education, benefits, facilities and services provided.
- Ensure that disabled students, staff, parents and visitors are not treated less favourably for reasons related to their disability.
- Improve the availability of accessible information for pupils with disabilities and provide a plan to meet this duty.
- Ensure that all students, staff, parents and visitors are shown kindness, respect and fairness within their school community.

Under the Equality Act 2010, a person is considered to have a disability if:

1. They have a physical or mental impairment, and
2. The impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind.

The concept of inclusion is at the heart of our school vision: "Be Kind, Be Curious, Be You". Our four key values - kindness, curiosity, respect and community - are vital to our inclusive teaching and practices, ensuring all children have equal access to their environment and education regardless of disabilities.

The plan will be made available online on the school website, and paper copies can be provided upon request.

Our school is also committed to ensuring that staff receive equality training in line with the Equality Act 2010, including awareness of disability-related issues.

The school supports any available partnerships to develop and implement the plan.

Our school's complaints procedure includes matters related to the accessibility plan. If you have concerns regarding accessibility in school, this procedure sets out how to raise these concerns.

We have consulted a range of stakeholders in developing this accessibility plan, including parents, staff, and governors.

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 they have a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on their ability to undertake normal day to day activities.

Under the [Special Educational Needs and Disability \(SEND\) 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).

Schools are required to make 'reasonable adjustments' for pupils with disabilities under the Equality Act 2010, to prevent substantial disadvantages compared to pupils without disabilities. This may include the provision of an auxiliary aid or adjustments to school premises. Our school has:

- Accessibility ramps to each classroom.
- Disabled toilets for pupils.
- Acoustic ceiling tiles in three classrooms and the main hall.

This policy complies with our funding agreement and articles of association.

3. Action Plan

July 2025

Current good practice	Objectives	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
<p>The curriculum is designed to meet the needs of all learners, with the assumption that all learners will meet Age-Related Expectations (ARE) when barriers to learning are removed.</p>	<p>Short-term: Ensure the curriculum continues to meet all learners' needs.</p> <p>Long-term: Monitor effectiveness of curriculum and track pupils' progress.</p>	<p>Continued staff CPLD based on evidence-informed practice.</p> <p>Ongoing curriculum reviews following planned monitoring on the impact of teaching and learning on key pupil groups.</p>	<p>Curriculum subject leaders, SLT and LGB</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Monitoring of long- and medium-term curriculum progression maps will show adaptation for learners where required.</p> <p>Children's progress is evident through review of books and pupil voice conducted using a Pupil Book Study approach.</p>
<p>Appropriate adaptation is evident across the school, with teaching, resources and scaffolding (support) meeting pupils' needs and enabling independence.</p> <p>The school has ramps to each classroom. Three classrooms, two intervention rooms and the hall have sound dampening tiles, and</p>	<p>All pupils are to have equal access to the curriculum, regardless of disability or learning difficulty.</p>	<p>Monitoring of pupil outcome plans to ensure these include outside agency advice and strategies that effectively support progress in the classroom.</p> <p>Ongoing monitoring of adaptation across the school through learning</p>	<p>SLT</p> <p>SENDCo and Assistant SENDCo</p>	<p>Ongoing</p>	<p>Quality assurance feedback from parent/carer, staff and pupil voice will confirm that the needs of specific groups and individual pupils are met.</p>

<p>classrooms are resourced to be communication friendly spaces.</p> <p>The school has a separate 'Sensory Room' to be used for sensory breaks and as a flexible space e.g. for physiotherapy.</p> <p>Coloured overlays, books and paper can be made available for pupils with specific learning difficulties.</p> <p>Chromebooks may be used by pupils who cannot complete extended writing by hand.</p>		<p>walks, book reviews, pupil voice and lesson observations.</p> <p>Referrals for pupil support to be made through the SEND Team, who will purchase and distribute specialist resources as needed.</p>			
<p>Support staff are deployed to ensure that pupils with physical disabilities are able to access the curriculum and meet pupils medical, evacuation and Health and Safety needs.</p>	<p>All pupils are to have equal access to the curriculum, regardless of disability or learning difficulty.</p>	<p>Support staff timetables to be reviewed every two terms or as needed.</p>	<p>SENDCo and Assistant SENDCo</p>	<p>Ongoing</p> <p>Timetables in place for Sept, Jan and April each year.</p>	<p>Support is provided in accordance with pupils' Education, Health and Care Plans (EHCPs) or provision maps for those receiving High Needs Block funding.</p>
<p>Where appropriate, pupils with disabilities have Pupil Passports and Outcome Plans written and disseminated to all staff working with them.</p>	<p>All staff are to be aware of pupils' needs to ensure appropriate differentiation.</p>	<p>New pupils' plans to be written on entry. Existing plans to be updated as required if needs change.</p>	<p>SENDCo</p>	<p>Ongoing</p> <p>New pupils by October</p>	<p>Plans saved on the Google Drive in pupils' individual SEN folders with hard copies stored in class confidential files for access by class teams</p>