




Ashfield Infant and Nursery School

Accessibility Plan

2024 – 2025

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Signed:	
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REVIEW SHEET

Version Number	Version Description	Date of Revision
1	Original – January 2017 KAHSC	January 2017
2	Reviewed by governors	Nov 2022
3	Layout / format change and review	January 2024

Aims

Ashfield Infant and Nursery School is an inclusive school and our values reflect our commitment to a school where there are high expectations for everyone.

We aim to treat all pupils fairly and with respect, and this involves providing access and opportunities for all pupils without discrimination of any kind. Everyone in our school is important and included. Children are provided with high quality learning opportunities so that each child attains and achieves all that they are able to.

We promote an ethos of care and trust where every member of our school community feels that they truly belong and are valued.

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 post-16 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 AINS 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.

The AINS Accessibility Plan should be read in conjunction with the following school policies:

- SEND Policy and Information Report
- Teaching and Learning Policy
- Whole School Behaviour Policy
- School Development Plan
- Equalities
- Health and Safety
- Administering Medicine Policy

1. Improving access to and participation within the curriculum

To increase the extent to which disabled pupils can participate in the school curriculum

Our aim at AINS is to reduce and eliminate barriers to access to the curriculum and to ensure full participation in the school community for pupils, and prospective pupils, with a disability.

Target / Issue	Lead	Strategy / Action	Resource	Timescale	Success Criteria
SEND and Medical register and information on children with additional needs to be updated.	SENDco	Ensure SEND register reflects current pupils being supported. Annotate SEND register with relevant developments. Ensure Medical register and Care plans are up-to-date. Make SEND and medical needs clearer on scholar pack. Meet with parents of children whose care plans/documentation needs updating.	SEND register and paperwork for individuals IEPs Care plans	Annually, update as required	SEN and Medical needs will be up-to date. Teachers and TAs will be aware of the needs of children in their class.
Effective communication and engagement of parents	SENDco SLT	Introductory meetings in the autumn term to teachers and SENDCo, followed by termly meeting with parents and carers. Termly review meetings with parents of children with IEPs and EHCPs.	Up-to-date IEPs and EHCP Rooms for meetings Diary dates	Autumn	Increased engagement of parents
Effective communications with nurseries and schools to provide a quality transition.	EYFS Phase Leader SENDCo	To identify pupils who may need additional to or different provision for the September and mid-year intake. SENDCo to attend Local SEND cluster and build relations with other local SENDCOs	Teacher/SENDCo time	Summer term	Transition for children from Nurseries and other schools is smooth with adequate and appropriate resources and provision.
Training for staff on increasing access to the curriculum for all learners and removing potential barriers	SENDco SLT	Audit Staff strengths/gaps in knowledge. Internal and external training from outside agencies- Autism support team, Speech and language, EP and OT etc Staff meetings addressing inclusive practice and SEND procedures. SENDCO to do 1:1 sessions with teachers	Staff meeting SENDCo/Teachers time External agency training	On-going	Staff confidence in adapting the curriculum is improved. Children's participation in the curriculum is more broad and effective.
To ensure that the medical needs of all pupils are met fully within the capability of the school	SENDco	To conduct parent interviews and liaise with external agencies. Make relevant referrals to external agencies To identify training needs	Staff meeting -TA training	On- going	All advice acted upon. All pupils' needs are met and they are able to access the curriculum.
Appropriate use of specialised equipment to benefit individual pupils and staff	SENDco	Ipads available to support children with difficulties Sloping boards for children with physical disabilities Coloured overlays or coloured paper for children with visual difficulties or dyslexia Pencil grips, fidget toys, chew toys etc Monitor and observe use of equipment Eg PECS, visual timetable, writing with symbols	Audit of equipment and needs Staff training Cost of resources	As required	SEND children have appropriate equipment and resources which supports their learning and remove barriers to learning

All children are visible in the curriculum and resources	Deputy Head (Equality and Diversity)	Resources will reflect the needs of the pupils. Teachers will make a conscious effort to show a variety of people with additional needs in their classroom practice.	-Books	On going	Children will be able to identify with characters in stories, historical figures and illustrations. They will feel seen in the curriculum and resources.
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2. Improving access to the physical environment

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Target / Issue	Lead	Strategy / Action	Resource	Timescale	Success Criteria
Evaluate day and residential trips in light of current cohort	SENDCo EVC	Ensure all children are included in risk assessments for trips and appropriate support is put in place so children are able to access the trip to its full extent. Pre visits required for residential stays if SEND children are coming	Risk Assessments Time for pre visit if required	On going	All SEND are able to access all trips during their time at AINS
Ensure all children feel safe and involved at playtimes	Deputy Head PE Leader	Sports Leaders trained to encourage children to join in games Adults, inc MDS, to report children who may not be involved at playtimes at regular meeting	Sports Leader training Rangers MDS meeting	January 2024	Children feel safe in school – evidence in survey results from children
Maintain safe access round the interior and exterior of the school	SLT H&S Committee Staff	Ensure all areas are safe and cleared to ensure children are safe and walkways and other areas are clear. Communication with parents through letters/newsletters/website/1:1 school staff	Premise walk	Daily walks Termly H&S meetings	There is safe access throughout the school No accidents or near misses at the bottom of the drive / in carpark
To make effective use of the breakout spaces (Rainbow Room and Treehouse)	SENDco 1:1 support	Ensure provision within the breakout spaces meets the needs of the children Children use the area for regulation	Timetables Provision / resources	Review regularly	Children will know where they can go to regulate Children have a space to complete 'tasks' in a quite environment
To ensure provision for those who are hearing impaired	Governors	An induction loop, and sign to indicate the facility is installed, should be placed at reception hatch/desk to inform hearing aid users.	Installation	<i>As and when funds allow / need is identified</i>	An induction loop is installed

3.Improve the access and delivery of written information

To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.

Target / Issue	Lead	Strategy / Action	Resource	Timescale	Success Criteria
Review documentation on website to check accessibility for parents	Head SLT	Ensure documents are accessible to everyone using commonly known vocabulary. Office to be aware of parents who may need support in accessing materials and assisting with this.	Office time Head time	On going	All parents will be able to be aware of what is happening at school via the website.
Ensure written materials are available in alternative formats	Head Office Manager	Ensure office staff are able to use google translate to translate any written letters and newsletters and ensure parents know this is available. Ensure parents with visual impairments can access policies through either a braille service or enlargement of papers Invite parents in who may need support completing forms.	Google translate Office time	As requested	Parents are able to access all information
Improve use of pictorial communication systems	SENDCO	Work with Speech and Language team to develop pictorial communication systems. Take photos of the actual environment to make them relevant	Training Time for meetings	January 2024	All school staff aware of disabilities of children in their classes