Reinwood Infant and Nursery School Accessibility Plan 2025-2028

Purpose of the Plan

Schools are required under the Equality Act 2010 to have accessibility plans. The Purpose of the plan is to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided
- Improve the availability of accessible information to disable pupils and their parents

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

Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement.

Our school's complaints procedure covers the accessibility plan. If you have any concerns relating to the accessibility in school, this procedure sets out the process for raising these concerns.

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.
Under the Special Educational Needs and Disability (SEND) Code of Practice 2015, '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 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 adjustment to premises.

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

Reinwood Infant and Nursery Accessibility Plan 2025-2028

Section 1

Aim: Increase the extent to which disabled pupils can participate in the curriculum			
Target	Strategies/ Actions	Time frame	Desired Outcome
Review the curriculum ensuring that it is accessible to all children	• Make appropriate adaptations e.g. larger print font / visuals etc.	• Annual review of the curriculum	All children can access the curriculum at an appropriate level
Differentiated curriculum to meet the needs of ALL pupils that allows them to achieve	• Staff to ensure that ALL lessons are differentiated to meet the needs of individual children • Weekly planning shows children with SEND identified in planning (Red font – initials only) • Small Step Progress Plans used for children with an EHCP • Remove barriers to learning and participation so that ALL children take part • Resources show cultural, gender & disabled diversity • High expectations of ALL pupils • Staff recognise the extra effort it takes for some children to complete tasks due to their needs • Parents are informed about EYFS and KS1 Curriculum & assessment – How to help your child at home meetings/ information booklets/ Topic letters • Curriculum and Assessment for some children may be non-subject specific e.g. use of Engagement Model to assess	• Weekly planning is reviewed throughout the year • Termly tracking during pupil progress meetings	• All children can reach their potential in lessons • Appropriate targets are set for all children with some children exceeding their own expectations • Classroom organisation/structured teaching environment allows for participation • Resources impact upon teaching & learning to create an inclusive environment • Positive encouragement is given so children join in activities • The effort that children use is recognised and activities are planned appropriately • Parents know about the curriculum and how their child is assessed • ½ termly Topic letters are on the website
Ensure that all children are able to access out-of-school activities e.g. Forest School, clubs, trips and visitors into school	• All children given the opportunity to attend Forest School, clubs, trips and attend visitor sessions • Outside providers of clubs e.g. gymnastics, football etc comply with legislation to ensure that the needs of all children are met	On-going	• ALL children can access activities
Support children to overcome anxiety/stress/worries as a barrier to access the curriculum	• Nurture assessment used across the school • Nurture Ethos established in school	September then on-going	• All 'behaviour' will be recognised as communication

	• Adjustments to 'behaviour' support for children who need a varied approach • Staff training on Nurture		• Nurture activities will be carried out in the classroom • Learning mentor to support groups/individuals if and when necessary
Ensure that monitoring systems for tracking progress of children is maintained	• Senior Leadership Team (SLT) use analysis and tracking grids to ensure appropriate support is given to the children • Support for pupils is tracked on Class Provision Maps • Small Step Progress Plans are used for certain children • ALL children are discussed at Pupil Progress Meetings • Deputy Headteacher and SENCO are involved in the review of the needs of children and provides support for staff as needed	½ termly	• School can identify and track pupil progress re: EAL, SEND, More Able • Adults are deployed effectively to support the needs of the children • Staff feel supported by Deputy Headteacher and SENCO
Review policies in light of legislation. (Equality and Inclusion to be an integral part to new & existing policies)	• All staff and governors to review policies and writing new policies • Relevant policies published on the website and paper copies available if requested	As review cycle	• School policies reflect good practice and adhere to requirements • Equality Impact Assessment as necessary
Ensure that all staff have necessary training and fully informed on how to meet the needs of children with a range of SEND	• Continue to review staff training needs in light of the needs of the children • Training needs are identified by School Development Plan (SDP) and Staff Appraisal • Induction for new staff re Disability, Equality, Inclusion etc • SENCO to be knowledgeable of how to support SEND	Ongoing throughout the year HT/DHT to meet new staff in September and then throughout the year as necessary Training for SENCO	• Staff feel confident with the specific training is delivered to enable them to support the needs of the children
Reasonable adjustments are made for identified needs e.g. access to a computer / iPad for children who find recording written work difficult, seating arrangements for children with VI/HI, use of visuals, symbols and signing etc	• Deputy Headteacher and SENCO to discuss adaptations that may be needed with the class teacher • Liaise with outside agencies to meet the needs of the children e.g. strategies to use within the classroom or hearing loop for the hall etc • Resources purchased where necessary e.g. sloped writing board, talking postcards, move and sit cushions	Ongoing as necessary throughout the year	• Increased access to the curriculum by making reasonable adjustments

Analyse the needs of the children as they join school so that they can fully access the curriculum	• Deputy Headteacher to look at information on Admin card and create class profile booklets / pyramid of need • Teachers to use information in class booklets to ensure that needs are met e.g. SEND, diet, medical etc • Individual Health Care Plan create by Deputy Headteacher for those children with specific needs e.g. allergy, medical condition. These are then given to class teachers. • New asthma forms completed by parents and kept class Medical boxes/File in Inclusion Office • Food allergies are catered	Summer term prior to them starting school if possible, if not September then ongoing	• Increased staff knowledge of being able to meet the needs of the children (medical, physical, dietary etc) • Enhanced provision for children with additional needs • Food allergies are catered for at lunchtimes, snack times and during other food activities

Section 2

Aim: Improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided			
Target	Strategies/ Actions	Time frame	Desired Outcome
Ensure that the current learning environment is adapted to meet the needs of pupils as required. This includes: • Ramps (outside) • Lifts • Hand rails • Appropriate corridor and door widths • Accessible classroom layout • Accessible toilet and changing facilities • Wheel chair accessible resources • Coloured edging to doorframes and stairs • Signage	• Policy review considers the implications of disability access • Regular Health and Safety checks by HT and caretaker both inside and outside of school • LA maintenance contract to complete biannual maintenance checks • Prompt call to maintenance team if for any reason one of the lifts are not working • Corridors are clutter free and locker doors are closed • Staff arrange seating and storage shelves so that movement around the class is easy (especially those classrooms that require wheelchair access) • Caretaker to ensure that pathways around school are maintained in conjunction with the Local Authority • Step/Stair edgings are clearly marked • Dining room tables allow for wheel chair access • Signage allows for navigation of inside school e.g. fire exit	Annual environment audit As appropriate	• All areas are made accessible to disabled people and they can move safely around school • Ease of movement around school as there is a large volume of children using the corridors at start/end of day, lunchtime and playtime • Navigation of the school is easy, and everyone knows how to access a fire exit

Management of the beginning and the end of the day/playtimes and lunchtimes	• Member of staff on both KS1 doors • Teacher and ETA to collect children from the playground at playtime • Lunchtime – SLT / Learning mentor to supervise dining room and corridor at lunchtime	daily	• The safe movement of a high volume of children is managed effectively
Ensure that Evacuation Plan/In-vacuation Plan in place for children with mobility difficulties / medical needs so that they can safely leave/enter the building	• Clear PEEP (Personal Emergency Evacuation Plan) in place for those children with disability /medical needs and ALL staff aware of these plans that allows for them to be quickly, safely and easily moved in or out of the building	September and reviewed as necessary (or when the child joins school)	• Children will be escorted safely into/out of the building • Children feel safe and secure
Continued development of calm / nurture / sensory spaces within the school premises for pupils experiencing social and emotional difficulties	• School to continue to consult with other local schools around sensory provision in order to resource small room spaces as part of the school refurbishment work to meet the needs of pupils for whom this type of provision is needed.	On-going	• Respite areas created with appropriate resources so that children can feel safe and secure
Free School Meals provided for the majority of the children	• on site kitchen provides dinner that reflect appropriate dietary requests e.g. vegetarian, cultural diet and medical needs diets • food choices are selected in class each morning using computer/iPad	Every day	• children receive a meal of their choice that matches cultural diet or medical need
Provision of specialist equipment to promote participation in learning by all pupils and self-care activities	• SENCO/ Class teacher assess the need of the child and equipment is provided as necessary e.g. pencil grips, headphones, writing slopes, hearing loop, toilet frame/reducer seat etc	As necessary	• ALL children can participate in their learning and feel supported in their self-care activities
Ensure that everyone has safe access to the school. (Provision is made for children that need direct access to the disabled parking)	• Main drive and Main gate have intercom systems to allow access to the school grounds – controlled in the office. Staff have fobs to allow access. • Parking permits issued for parents to use Seasons House parking area • The ramp to the main entrance is kept accessible at all times	Daily / access as required	• All children, staff, parents and visitors are safe coming into school • All visitors feel welcome • Wheel chair users and those with additional needs have appropriate access to the building

Section 3

Aim: Improve the availability of accessible information to disabled pupils and their families			
Target	Strategies/ Actions	Time frame	Desired Outcome
Ensure school is a communication friendly space	• All areas are communication friendly spaces • Review signage and consider EAL access • Visual images / symbols to support signage	ongoing	• School is communication friendly for all

Use a range of communication methods to ensure information is accessible and where required online information is provided in alternative forms (further alternative formats are available e.g. braille)	Use of school PING to send electronic information such as: • Weekly newsletter • Topic Letters • Bumped Head/Head lice • Invites to meetings • SEND information • Trip letters etc Information face to face sessions such as: • How to help your child at home • Curriculum and Assessment information • School readiness • Children's Emotional Health and Well being Staff members are available to translate to Urdu/Punjabi/Polish/Spanish	Weekly ½ termly As necessary Throughout the year As necessary	• Parents have a weekly update of events that have happened and reminders of future events • Parents receive PING messages • Parents know about the changes to the curriculum and how we assess • Parents are given support around emotional wellbeing and mental health • Parents have a better understanding of information given to them by school. • Parents have a better understanding of how they can support their child's education
SEND Information Report/ Guide to SEND are available on the website and paper copies if requested	• SEND report reviewed and uploaded to website • Parent's guide to SEND updated and uploaded to website	September	• Parents have up to date information about our SEND provision and procedures
Staff are easily identifiable to pupils and parents so that they know who they can approach with queries and concerns	• Staff wear a BLUE STAFF lanyard with photo identification • Welcome Tree in the main entrance has photographs and role • Up-to-date photos outside class to show adults / children that are working in the room/ Lunchtime Supervisors etc	Every day Changed as staff move year group/role/new to school	• Parents are more familiar with staff members / roles • Children feel more secure as to who will be in the room each day
Ensure that parents who are unable to attend events e.g. parents evening due to a disability, can access an 'alternative' e.g. phone call made home	• Admin card asks if parents have a disability – Deputy Headteacher records this and informs Class teacher • Call made to those parents who request one if they are unable to come to an event due to a disability	As the children start school One per term (report sent home in Summer term)	• Pupils & Parents identified with a disability identified so that needs can be reasonably met