

School Accessibility Plan

The Gattons Infant School



Date Reviewed:	Spring 2025
Date Approved:	Spring 2025 (Resources)
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At The Gattons Infant School Everybody Matters



We are a Rights Respecting School

and therefore, we uphold the principles of the UNITED NATIONS Convention on the Rights of the Child

- Article 28** Children have the right to a good quality education.
- Article 29** Education should help children to use and develop their talents and abilities. It should also help them to learn to live peacefully, protect the environment and respect other people.
- Article 31** Children have the right to play and rest.

Our Aims:

We will cultivate an environment where children are happy and secure and enjoy learning, by:

- ensuring that everyone is treated with respect as an individual whose opinions and beliefs are valued.
- creating exciting, high quality learning environments indoors, outdoors, and in the wider community.
- involving parents/carers and children in decisions about the child's learning.



provide a broad, balanced and rich curriculum, by:

- continuously striving for high standards of achievement through engaging, child-centred teaching.
- ensuring a wealth of meaningful learning experiences that meet the needs of each child.



inspire and challenge each child to achieve their full potential and in so doing lay the foundations for life-long learning, by:

- developing our children's confidence and self-esteem.
- ensuring that our children are active, independent learners.
- encouraging our children to begin to take responsibility for themselves, their learning and their behaviour, therefore preparing them for life in a changing world.



At The Gattons Infant School we provide a calm and orderly environment where learning can readily take place, where high standards of work and behaviour are expected and where self-discipline is encouraged.

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan for its pupils. 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 disabled pupils.

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.

At The Gattons Infant School Everybody Matters and we:

- Celebrate the diverse nature of our society.
- Are committed to ensuring equality in all areas of our work.
- Are determined to tackle prejudice in all its forms.

The plan is 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 the plan.

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

We have included a range of stakeholders in the development of this accessibility plan, including pupils, parents, staff and governors of the school.

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.

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 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.

3. The School Context

The Gattons Infant school is larger than the average infant school with 270 pupils on roll organised into three classes in each of three-year groups.

The school is generally around the national figure of 20% of the children with Special Educational needs. The number of children with disabilities is small but varies from year to year.

The building is on two levels with a few steps between the levels. The exterior is graduated and so manageable for wheelchair users. A ramp has been purchased to allow wheelchair access to the reception and Year 1 classrooms. Adaptations include providing a disabled toilet facility for any physically disabled pupil, parent, governor or visitor to the school and a designated room for pupils with SEN/AEN for teaching and treatment and a replacement front door.

a) The Accessibility Plan

The Governing Board is required to plan to increase access to education for disabled pupils in three ways, by:

- increasing the extent to which disabled pupils can participate in the school curriculum.
- improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

The Gattons Infant School's Accessibility Action Plan is reviewed annually as part of the School Development Plan processes.

DEFINING DISABILITY

The disability discrimination duties and the planning duties are owed to all pupils who are defined by the Disability Discrimination Act (DDA) as being disabled. The DDA defines a disabled person as someone who has:

'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.'

The definition covers a much larger group of children than most people think. A report from the Cabinet Office (2005) *Improving the Life Chances of Disabled People*, draws on estimates that suggest that about 772,000 children in the UK are disabled, equivalent to 7% of all children.

Definition of the terms:

- 'physical impairment' includes sensory impairments.
- 'mental impairment' includes learning difficulties and an impairment resulting from or consisting of a mental illness.
- 'substantial' means 'more than minor or trivial'; and
- 'long-term' is defined as 12 months or more.

Mental and physical impairments

The definition includes a wide range of impairments, including hidden impairments such as dyslexia, autism, speech and language impairments, Attention Deficit Hyperactivity Disorder (ADHD). These are all likely to amount to a disability, but only if the effect on the pupil's ability to carry out normal day-to-day activities is substantial and long-term, as defined above. Some progressive conditions, such as cancer, multiple sclerosis and HIV/AIDS are included before they have an effect on the pupil's ability to carry out normal day-to-day activities.

Normal day-to-day activities

The test of whether an impairment affects normal day-to-day activity is whether it affects one of the following:

- Mobility.
- manual dexterity.
- physical co-ordination.
- continence.
- ability to lift, carry or otherwise move everyday objects.
- speech, hearing or eyesight.
- memory or ability to concentrate, learn or understand.
- perception of risk of physical danger.

Special Educational Needs and Disability

Though the definition of disability comes from the DDA and the definition of special educational needs comes from the Education Act 1996, there is a significant overlap between the two groups of children. The definition of SEND includes many, but not necessarily all, disabled children: a disabled child has special educational needs if they have a disability and need special educational provision to be made for them in order to be able to access the education which is available locally.



Action Plan for the Accessibility Plan

Accessibility Plan:

- Strand 1:** Increasing the extent to which disabled pupils can participate in the school curriculum.
- Strand 2:** Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Strand 3:** Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

Disability Equality Scheme:

Through our Accessibility Plan and, where necessary, through discrete areas of focus:

- a) Promoting equality of opportunity.
- b) Eliminating discrimination.
- c) Eliminating harassment.
- d) Promoting positive attitudes.
- e) Encouraging participation in public life.
- f) Taking steps to meet disabled people's needs even if this requires more favourable treatment.

Action Plan for Accessibility Plan

Accessibility Plan Strand 1 - Access to the Curriculum

Aim 1: To increase the extent to which disabled pupils can participate in the school curriculum.				
Targets	Strategies/Action	Completion	Responsibility	Success criteria
To identify pupils who may need additional to or different from provision.	To meet with parents/external agencies To use relevant reports to inform understanding and provision which could range from Communication Boards, Loop system, extra adults to Quality First Teaching strategies in the classroom.	Ongoing.	Headteacher. SENDCO. Class teacher.	Procedures/equipment/ideas set in place.
To review all statutory policies to ensure that they reflect inclusive practice and procedure.	To comply with the Equality Act 2010.	Ongoing.	Headteacher. SENDCO. Governor.	
To continue to establish close liaison with Parents.	To ensure collaboration and sharing between school and families. e.g., Open door policy. Two parents' evenings per year.	Ongoing.	Headteacher. SENDCO. Deputy Headteacher. Class teachers.	Clear collaborative working approach.
To establish and maintain close liaison with outside agencies for pupils with ongoing SEND.	To ensure collaboration between all key personnel.	Ongoing.	Headteacher. SENDCO. Deputy Headteacher. Outside agencies.	Clear collaborative working approach.

To ensure full access to the curriculum for all children and improve delivery of information/lessons to pupils with a disability.	<ul style="list-style-type: none"> • CPD for staff. • A differentiated curriculum. • Use SEND ladders to develop learning opportunities for children and also to assess progress. • Reasonable adjustments made using advice from external agencies and reports e.g., EHCP. • Use Widgit to make information more visual. • Quality First Teaching strategies to be used. • To ensure that staff are kept up to date with strategies to support those with "hidden" disabilities such as neurodiversity. 	Ongoing.	Headteacher. SENDCO. Teachers. External agencies.	Advice taken and strategies evident in classroom practice. See CPD plan and record.
To improve staff knowledge and understanding of children's disabilities.	<ul style="list-style-type: none"> • Training opportunities identified (children's needs, staff questionnaire.) • Training given (by SENDCO, specialists/external agencies). 		Headteacher. SENDCO. All teaching staff. Specialists/external agencies.	
To monitor progress of all children	<ul style="list-style-type: none"> • Termly assessment of all children. • Intervention meetings. • Scrutiny of assessment and system - SLT. • Regular liaison with parents. 	Termly - all children.	Headteacher. Deputy Headteacher. SENDCO. Year Group Leaders. Teachers.	All children making progress. Progress made towards Individual Learning Plan (ILP) targets clear steps and progress. Next steps identified for all children - Intervention

<p>To promote the involvement of disabled students in classroom. discussions/activities To take account of variety of learning styles when teaching.</p>	<p>Within the Curriculum, the school aims to provide full access to all aspects of the curriculum by providing (where appropriate).</p> <ul style="list-style-type: none"> • Wheelchair access. • Equipment to support those who are visually or hearing impaired where applicable. <p>□ Provision for disabilities as advised. □ Relevant training for relevant staff. □ Giving alternatives to enable disabled pupils to participate successfully in lessons.</p>	Ongoing.	Whole school approach. Headteacher/ Deputy Headteacher/ SENCO / Year Leaders.	<p>Variety of learning styles and multi-sensory activities evident in planning and in the classrooms. Ensuring that the needs of all disabled pupils, parents and staff are represented within the school.</p>
To deliver findings to the Governing Board.	<ul style="list-style-type: none"> • Staffing and pupils meeting. • Termly meeting between SENDCO and SEN Governor. 	Termly SEND. Governor / SENDCO meetings.	SENCO. SLT/SEN Governor.	Governors are fully informed about SEN provision and progress.

Action Plan for Accessibility Plan

Accessibility Plan Strand 2 – Access to the Physical Environment

Aim 2: To improve the physical environment of the school to increase the extent to which disabled pupils can take advantage of education and associated				
Targets	Strategies/Action	Completion	Responsibility	Success criteria
Improve physical environment of school environment.	The school will take account the needs of children, staff and visitors with SEND when planning and undertaking future improvements and refurbishments of the site and premises. Unfortunately, our school is on two levels and is not fully wheelchair accessible. We have looked into the feasibility of getting a stair lift or ramp installed but due to the size of our staircase it would limit the use of the stairs for the volume of traffic we have using the stairs. We do not currently have any staff or pupils are in wheelchairs. We will provide, frames, grab rails and stair rails where appropriate.	Ongoing.	SLT.	Enabling needs to be met where possible.
Ensure visually stimulating environment for all children where appropriate.	Attractive but calming in classrooms and inviting role play areas. This has been adapted to suit the needs of some children with autism as an environment that is too stimulating for them can be too overwhelming.	Ongoing.	Teaching and non-teaching Staff.	Calming and inviting environment maintained.
Ensuring all children with a SEND are able to be involved.	Where necessary create access plans for individual disabled children as part of ILP/ISP.	To be constantly reviewed.	All staff.	Enabling needs to be met where possible.
To ensure that the medical needs of all pupils are met fully within the capability of the school.	To conduct parent interviews, liaise with external agencies, identifying training needs and establish individual protocols where needed.	To be constantly reviewed.	HT/DHT/SEND/CO/ Class teachers. External Agencies.	

Ensuring disabled parents have every opportunity to be involved.	<ul style="list-style-type: none"> • Utilise disabled parking spaces for disabled parents to drop off & collect children. • offer support to explain home letters for parents who need this. • maintain a more proactive approach to identifying the access requirements of disabled parents. 	With immediate effect to be constantly reviewed.	Whole school team.	To ensure that disabled parents are not discriminated against and are encouraged to take interest and be involved in their child's education.
To improve community links.	<ul style="list-style-type: none"> • SENDCO to attend locality meetings and Woodland's Meed Alliance meetings. • SENDCO to develop relationships with other experienced SENDCOs. 	Ongoing.	SENDCO.	Improved awareness of Disabilities. Successful network of support developed.

Action Plan for Accessibility Plan

Accessibility Plan Strand 3 - Access to Written Information

Aim 3: To improve the delivery of information to disabled children and parents.				
Targets	Strategies/Action	Completion	Responsibility	Success criteria
To ensure all children with SEND have access to the curriculum.	<ul style="list-style-type: none"> Regular parental communication (Open door policy, Annual Reviews, Parent Evenings, meetings). Individualised teaching strategies as advised by reports and external agencies. 	Ongoing.	All staff to be aware.	All children able to access Curriculum.
To enable improved access to written information for pupils, parents and visitors.	<ul style="list-style-type: none"> Providing resources as required. Auditing the school library to ensure the availability of large font and easy read texts will improve access. Auditing signage around the school to ensure that is accessible to all is a valuable exercise. 	Ongoing.	SENDCO.	All children aided by better written communication.
To review children's records ensuring school awareness of any disabilities.	<ul style="list-style-type: none"> Information collected about new children. Records passed up to each class teacher. End of year class teacher meetings. Annual reviews. Intervention meetings. Medical forms updated annually for all children. Personal health plans. Significant health problems -children's photos displayed on staffroom notice board/ first aid room office and classroom. 	When children begin school and then annually.	SENDCO. Class teachers. Outside agencies. Designated first aider.	Each teacher/staff member aware of disabilities of children in their classes.

In school record system to be reviewed and improved where necessary. (Records on Sims/ network/ Protected).	Record keeping system to be reviewed.	Continual review and improvement.	Assessment Co-ordinator/SLT.	Effective communication of information about disabilities throughout school.
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