

# Accessibility plan

Palfrey Infant School



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## Contents

1. Aims .....	2
2. Legislation and guidance .....	3
3. Action plan .....	4
4. Monitoring arrangements.....	8
5. Links with other policies.....	8
6. Glossary of Acronyms	

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### 1. Aims

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

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

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.

Palfrey Infant School is an inclusive school. There is equality of opportunity for all pupils to follow a full national curriculum timetable and to take part in extracurricular activities and the full life of the school.

We aim to meet the individual needs of all pupils at the school effectively so that they benefit as fully as possible from the education they receive and attain their potential.

We recognise the individual needs of all pupils and endeavour to maximise their potential, all adults in the school community share these responsibilities.

As many barriers to learning as possible for all pupils are tackled. Where pupils have additional needs, staff have undertaken specialist training (e.g. Speech & Language Screening, ASD) and/or specialist advice has been taken.

Specialist learning resources are bought and environmental changes undertaken where appropriate providing workstations at which pupils with specific needs can work. The impact of this work is to provide the correct environment for all our pupils to thrive and progress.

The school, with its supportive, integrated environment and in partnership with parents and governors, aims to maximise the self-esteem of all its pupils. This, in turn, helps pupils to realise their potential.

We have a clear Behaviour and Building Relationships policy that all staff and governors were consulted on and participated in developing. A system of rewards and certificates is in place to celebrate good work and good behaviour both in class and at lunchtime. A celebration assembly is held each week to reward and celebrate good work and good behaviour. Parents are kept informed of pupil behaviour.

**Child Protection/Safeguarding.** Child protection arrangements are in place and reviewed annually by Governors and staff.

School procedures are regularly updated and reviewed. The Head teacher is the designated member of staff for child protection.

**SEND.** The SENCO has responsibility for maintaining and updating the Special Needs Register. Regular meetings are held in conjunction with the school's Educational Psychologist Service, Speech & Language Therapist and SEND Consultant to discuss pupils on the register.

Pupils with an identified Special Education Need follow an Individual Education Plan (IEP) which is written in partnership with the pupils and parents/carers as part of a Plan, Do, Review cycle.

**Medical Needs:** Pupils who have a medical need have a care plan in place which is shared with all relevant staff members.

A number of pupils require medication in the form of inhalers. These are kept securely in individual medical bags in each classroom. Temporary medication may be administered under strict protocol (please see medicines in school policy)

**Pastoral Care** We are a large school with a high adult to child ratio. All staff know pupils very well. We have a dedicated safe space 'The Peaceful Pod' which pupils are directed to for regulation.

**Health and Safety.** The school has regular health and safety checks by staff representatives and a governor. The Health & Safety Team meets regularly to monitor the situation. All staff are aware of the need to report issues of health and safety immediately using the [RBrown@palfreyinfant.co.uk](mailto:RBrown@palfreyinfant.co.uk) or more urgent issues directly to the H&S Team via the School Business Manager. The school is equipped with a disabled toilet and all entrances to school are suitable for wheelchair access.

**Curriculum Access** This part of the duty has the greatest implications and will constitute the main body of the plan. The plan aims to further develop a broad and inclusive view of the curriculum, extending beyond the classroom to all areas of the school life. It will emphasise development at all levels of the school organisation, planning and provision:

- Teaching and learning
- Clubs and after school activities
- Leisure, sport and cultural activities
- Visits and journeys
- Information and services provide by the school

As part of the whole school professional development, lessons and staff are observed and supported by the head teacher and Senior Leadership Team (SLT) to ensure all pupils have full access to the curriculum. Advice from a variety of external agencies has also been taken into account. The SLT ensures all staff within the school have Inset and guidance on new policies, government initiatives, pupil needs etc.

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 the plan.

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

We have included a range of stakeholders in the development of this accessibility plan, including, 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 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 alleviate any substantial disadvantage that a pupil with disabilities faces in comparison with a pupil without disabilities. This can include, for example, the provision of an auxiliary aid or adjustments to premises.

### 3. Action plan

This action plan sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

CURRICULUM				
TARGET	STRATEGY	TIME SCALE	KEY PERSONNEL	OUTCOME
Teaching and Learning is adapted to the needs of all children	Observations of lessons	Ongoing SDP Priority 2024-2026	Subject leaders HT/ DHT SENCo	Teachers plan to adapt the curriculum to the needs of all children Scaffolds are in place to support learning Teaching Assistants are effectively deployed to enhance learning
Teaching and learning is planned to promote the participation and independence of all pupils	CPD – Billesley Research Project	Project 2024-2026  Review and revisit annually	DHT / SENCo	Children are more resilient and working independently
Children with SEMH difficulties develop resilience and participation	CPD – attachment issues	Ongoing	HT/ DT/ SENCO Walsall Virtual School	Children are more resilient. Children able to regulate using strategies taught Attendance improves Staff are more aware of needs
Curriculum progress is tracked for all pupils, including those with a disability	Appropriate assessment tools used to support small step learning	Termly	SLT/ All staff	Targets are set effectively and are appropriate for pupils with additional needs All pupils make progress from unique starting points
A structured induction process for all new staff is in place	New staff work with SENCO and specialists e.g. SALT, EP, SEN Consultant.  Induction booklet Skills audit	Ongoing from	HT/ DHT	Staff secure in their teaching, working and in identifying barriers to learning Staff well equipped to deal with individual needs and promote quality inclusion and equal opportunity CPD areas identified
Identification of training needs to ensure different aspects of SEND are provided for and support the changing needs of the school population and new admissions.	Pupil's needs identified and skills analysis updated. Training opportunities sought to best support pupils	Ongoing process as needs of pupils change.	HT/DHT/SENCO/SLT	All staff confident and competent in supporting pupils in accessing the curriculum effectively.

## Equality and Inclusion

TARGET	STRATEGY	TIME SCALE	KEY PERSONNEL	OUTCOME
Review the following: <ul style="list-style-type: none"> <li>• Accessibility Plan</li> <li>• SEND Policy</li> <li>• SEND Info. Report Behaviour and Relationship Policy</li> <li>• Anti-Bullying Policy</li> <li>• Child Protection / Safeguarding Policy</li> </ul>	All policies reviewed and amended as necessary to reflect legislation and practice	Annually as required by individual policies and plans	HT/ SLT/ Governors	All reviewed policies/plans available in school and on website  A fully inclusive school where all stakeholders have access to policies

## PHYSICAL ACCESS

TARGET	STRATEGY	TIME SCALE	KEY PERSONNEL	OUTCOME
Maintain access to the physical environment for all adults and children	H&S Reviews Accessibility reviews Caretake termly schedule- eg cold weather strategy (ice), leaf fall etc	Ongoing	HT/Business Manager/ SENCo/ Caretaker	All pupils have access to physical environment  The environment is adapted to the needs of pupils as required. This includes: <ul style="list-style-type: none"> <li>• Ramps</li> <li>• Elevators</li> <li>• Corridor width</li> <li>• Disabled parking bays</li> <li>• Disabled toilets and changing facilities</li> </ul> Library shelves at wheelchair-accessible height
Ensure that children have equal access and use of the outdoor environment	Ongoing evaluation of the use of our outdoor environment: <ul style="list-style-type: none"> <li>• Playgrounds including play equipment</li> <li>• Forest School</li> </ul>	Reviewed annually	HT/ SLT/ SENCo	All pupils to participate and have opportunities to be involved in outdoor activities to enrich learning and social emotional wellbeing.

## INFORMATION ACCESS

TARGET	STRATEGY	TIME SCALE	KEY PERSONNEL	OUTCOME
Schools brochures, newsletters and other information and material available to parents / carers in alternative formats	Review current publications and determine how these might be adapted for the parent/carer needs  Provided on request	Ongoing as and when required to meet the needs of stakeholders	HT/ADMIN Staff	School is able to provide alternative formats as required to meet individual needs  All parents/carers have access to materials in a format suitable to meet their individual needs
To consider the readability of all letters and publications that are sent to parents / carers	Use of readability tool in Microsoft Word to gain an appropriate reading level for correspondence	Ongoing – as and when required to meet the needs of stakeholders	HT/SLT Admin Staff	Correspondence made more accessible to parents/carers.
Ensure all children can access the information they need e.g. Visual Impairment correct print size	School act on advice from Outside Agencies	Ongoing	SENCO/ All staff	All children are able to access information with required aids and make good progress

## 4. Monitoring arrangements

This document will be reviewed every 3 years, but may be reviewed and updated more frequently if necessary. It will be reviewed by the SENCO / the Headteacher/ Governing body

It will be approved by the governing board

## 5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- SEND policy
- Supporting pupils with medical conditions policy
- Anti Bullying Policy
- Behaviour and Building Relationships Policy

## 6. Glossary of Acronyms

HT – Headteacher

DHT- Deputy Headteacher

SENCo- Special Educational Needs (and Disability)Co-Ordinator

SLT – Senior Leadership Team

SALT – Speech and Language Therapist

EP – Educational Psychologist

SEN Consultant – Specialist Teacher giving advice on Special Educational Needs and Disability

ASD – Autism Spectrum Disorder