Accessibility plan

Alderman Pounder Infant and Nursery School

Approved by:	Governing Body	Date: PENDING
Last reviewed on:	October 2026	
Next review due by:	Autumn 2027	

Purpose of the Plan

The purpose of this plan is to show how Alderman Pounder Infant and Nursery School intends to secure appropriate access to the school for disabled pupils.

Legal Background

This Accessibility Plan is drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting of progress of the Accessibility Plan over a prescribed period. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act. The effect of the law is the same as in the past, meaning that "schools cannot unlawfully discriminate against pupils because of sex, race, disability, religion or belief and sexual orientation".

Definition of Disability

According to the Equality Act 2010 a person has a disability if:

- They have a physical or mental impairment, and
- The impairment has a substantial and long-term adverse effect on his or her ability to carry our normal day-to-day activities. 7

This plan sets out the proposals of the Governing Body of the school to secure appropriate access to education for disabled pupils in the three required areas of; curriculum, environment and information;

- Increasing the extent to which disabled pupils can participate in the school curriculum, which includes teaching and learn and the wider curriculum of the school, such as participation in after school clubs, leisure and cultural activities or school visits;
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services, which includes improvements to the physical environment of the school and physical aids to access education
- Improving the delivery to disabled pupils of information, which is provided in writing for pupils who are not disabled, e.g. handouts, timetables, textbooks and information about school events. The information should take account of the pupils' disabilities and the preferred format of pupils and parents and be made available within a reasonable time frame.

Alderman Pounder aims to treat all stakeholders, including pupils, staff, governors and other members of the school community favourably and wherever possible, takes reasonable steps to avoid placing anyone at a substantial disadvantage. The school aims to work closely with disabled pupils, their families and any relevant outside agencies in order to remove or minimise any potential barriers to learning, which puts them at a disadvantage, but allows them to learn, achieve and participate fully in school life. The school is active in promoting positive attitudes to disabled people in the school and in planning to increase access to education for all disabled pupils.

As part of the school's continued communication with parents, carers and other stakeholders we continually look at ways to improve accessibility through information analysis and parental discussions.

Contextual information

The school building and playgrounds are compliant with DDA Regulations and are accessible for wheelchair users, through the use of alternative routes.

The Current Range of Disabilities within Alderman Pounder

The school may have children with a limited range of disabilities which include physical disabilities, autism and significant medical needs. When children enter school with specific disabilities, the school contacts the LA professionals for assessments, support and guidance for the school and parents.

We have some children who have asthma, and all staff are aware of these children. Inhalers are kept in the classrooms and a record of use is noted.

Some children have allergies or food intolerances, and these are included in the 'children with medical needs' details in classrooms and the main office.

All medical information is collated and available to staff, on Arbor (MIS) and in files in the school office. We have competent First Aiders who hold current First Aid certificates and staff trained in Paediatric First Aid. Prescribed medication is kept in the fridge in the school office, which has easy access for First Aiders and staff members. Administration of Medicines consent forms are filled in by parents/carers outlining the illness and amount and time of medication. All medication that is given is recorded.

Action Plan

Aim 1: Increase access to the curriculum for pupils with a disability, medical condition or other access needs

Our key objective 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, medical condition or other access needs. Provision may include: Liaison with specialists, CPD for staff, adaptive teaching, a differentiated curriculum, specialist resources to support learning and access to the curriculum, a range of support staff including trained teaching assistants and access arrangements in place for statutory testing.

Targets	Strategies	Timescale	Responsibilities	Success criteria
Identify new FS2 pupils who may need adapted or additional provision	Liaise with pre-school providers to prepare for the new intake of children into the Foundation Stage each year	Annually – May to July	EYFS leader and teachers SENDCO Headteacher	Provision is in place ready for when the child/ren start school
Identify new in-year pupils who may need adapted or additional provision	Liaise with educational establishments to prepare for the intake of new children who transfer within year	Ongoing as need arises	SENDCO Headteacher	Provision is in place ready for when the child/ren start school
Maintain compliance with the Equality Act 2010	Review policies to ensure that they reflect inclusive practice and procedure	Ongoing	SLT Governors	Governor monitoring identifies that all policies being developed and reviewed clearly reflect inclusive practice and procedure.
Strong collaboration and effective information sharing between school, families and agencies	Establish and maintain close liaison with parents/carers	Ongoing	SLT / SENDCO All staff External professionals	Clear collaborative working approaches through regular meetings, risk assessment reviews, provision reviews and action planning

Targets	Strategies	Timescale	Responsibilities	Success criteria
	Establish and maintain close liaison with outside agencies for pupils with additional needs Coordinate multi-agency meetings as appropriate, to streamline information sharing			
Include pupils with SEN, a disability, medical condition or other access needs as fully as possible in the wider curriculum including visits and residential visits as well as extra-curricular provision	Create personalised risk assessments and access plans for individual children Liaise with external agencies, identifying training needs and implementing training where needed Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out Target adult support to meet the diverse needs of pupils with specific needs including SEN, disabilities and/or medical conditions Provide appropriate training to staff e.g. Peg training, Autism Education Trust training Implement reasonable adjustments wherever possible e.g. alternative recording strategies	Ongoing as visits are planned	SLT / SENDCO Teaching staff External providers Educational visit settings	Evidence that appropriate considerations and reasonable adjustments have been made and are consistently recorded

Targets	Strategies	Timescale	Responsibilities	Success criteria
Children are able to access a curriculum which is representative and in which they can see themselves	Foster a culture of celebration around diversity and difference. › Representation of different world religions within assemblies › Range of people from different cultures and representing protected characteristics within the curriculum › Specific teaching around difference as strength within PSHE Continue to regularly review the curriculum including incorporating a diverse range of representative examples of people	Ongoing	Curriculum Lead RE lead SLT Teachers	Feedback from children to children's experience governor is positive Positive case studies/ exemplars about the curriculum and diversity Celebration of diversity, equity and inclusion is embedded within the school's culture
Children feel they have a voice in their school experience	Provide opportunities for children to share their views within the curriculum e.g. Children's Government and Pupil Parliament, Playground Buddies, circle times, Worry Monsters, conversations	Ongoing and at least annually	SLT / SENDCO All staff	Children are able to see themselves within the curriculum and are able to access the curriculum, including through bespoke adaptations Feedback from children to children's experience governor Parent survey shows that children are positive about school and feel they have a voice

Aim 2: Increase the knowledge and understanding of staff in diversity, equity and inclusion (including the Equality Act 2010), any specific emerging needs and strength-based approaches to provision

Targets	Strategies	Timescale	Responsibilities	Success criteria
Staff are confident in fulfilling their responsibilities in line with the Equality Act 2010	Provide ongoing training to develop the understanding of all staff of diversity, equity and inclusion relating to physical or mental impairments See also: Equality Information and Objectives	At least annually	HT SLT / SENDCO	Provision, policy and provision continues to meet requirements in line with the Equality Act 2010 Staff have an improved understanding of their responsibilities
A strength-based culture is embedded within the school	Analysis of pupil performance data includes SEND as a group Start pupil progress meetings with a focus on achievements of children, before discussing gaps and next steps SEND support plans include space on the front page to celebrate children's strengths	Termly	HT SLT / SENDCO All staff Governors	Feedback from parents identifies strengths in the leadership of SEND and a positive culture Feedback from governors identifies leadership of the culture continues to be inclusive Pupil outcomes show that individual pupils make progress
Staff expertise in emerging areas of need is developed	Provide training in areas of emerging need: › Peg training › Making sense of autism › Pathological demand avoidance › Team Teach level 3 (x3 staff) Access support from external agencies including the Inclusion Service, Attendance and Behaviour Partnership and the Family SENCO as required	Various Nov 2023 Jan 2024 Sep 2026 Ongoing	HT SENDCO	Staff expertise continues to grow and they are able to apply training to better respond to the needs of children Provision continues to meet the needs of all children Training in identified needs is completed

Aim 3: Improve and adapt the physical environment of the school to increase the extent to which pupils, staff and other members of the school community with a disability, medical condition or other access needs can access education and associated services.

Targets	Strategies	Timescale	Responsibilities	Success criteria
Improve access to the physical school environment	Take account the needs of pupils and other stakeholders with physical difficulties and sensory impairments when planning and undertaking future improvements and refurbishments of the site and premises, such as improved access, lighting and colour schemes, clear signage and more accessible facilities and fittings	In line with planned works	SLT Site Manager Governors	Evidence that inclusive actions have been taken to improve access
Ensure that reasonable adjustments are made for pupils with a disability, medical condition or other access needs	Create personalised risk assessments and access plans for individual pupils, as appropriate Liaise with external agencies, identifying training needs and implementing training where needed Ensure that actions, including emergency evacuation procedures, are clear and that staff are capable of carrying them out	Ongoing	SLT / SENDCO Teaching staff Site manager	Policies and procedures are clearly communicated to all Members of the school community requiring access support have appropriate documentation in place (which may include Risk Assessments, PEEPs) All members of the community are about to safely evacuate in an emergency

Aim 4: Improve the partnership between, staff, parents/carers and other members of the school community

Targets	Strategies	Timescale	Responsibilities	Success criteria
Enable improved access to written information for pupils, parents and visitors.	Create and offer information in an accessible format e.g. via email or accessible PDF to allow the use of screen-reader, zooming etc. Access arrangements are considered and put into place for statutory testing Provide alternative print formats for lesson resources e.g. dual coded text, enlarged font Sign up all families to ClassDojo, allowing access to translation of messages	Ongoing	SLT / SENDCO Office team Teaching staff	Evidence that appropriate considerations and reasonable adjustments have been made 97% of families signup to ClassDojo
Ensure that reasonable adjustments are made for parents/carers with a disability, medical condition or other access needs so as they can fully support their child's education	Provide support to access information on request Adopt a proactive approach to identifying the access requirements of parents and make reasonable adjustments where possible Where reasonable, provide information in an alternative format upon request e.g. printed copy, enlarged font, coloured paper	Ongoing	All staff	Evidence that reasonable adjustments have been made, so that parents can fully support their children in their education
Develop a strong partnership with parents to ensure children attend and achieve in school	Clear communications Reinstate school-parent-pupil agreement	Ongoing	All staff	Increase in attendance at school events

	Opportunities for families to attend school events			School-parent-pupil agreement are signed by the majority of families