



# Pashley Down Infant School

*Learning at Pashley is an amazing adventure*

## Accessibility Policy and Plan

Reviewed/Adopted: March 2025

Next Review: March 2029

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## **1. INTRODUCTION**

Pashley Down Infant school is committed to taking all steps to avoid placing anyone at a substantial disadvantage and therefore works closely with pupils with disabilities, their families and any relevant outside agencies in order to remove any potential barriers to their learning experience.

The school is active in promoting an inclusive positive environment by ensuring that every pupil is given equal opportunity to develop socially, to learn, and to enjoy school life. The school continually looks for ways to improve accessibility within the school through data collection, parents/carer questionnaires and discussions.

## **2. LEGAL FRAMEWORK**

2.1 This policy has due regard to statutory legislation including, but not limited to, the following:

- United Nations Convention on the Rights of the Child
- United Nations Convention on the Rights of Persons with Disabilities
- Human Rights Act 1998
- Special Educational Needs Regulations 2014
- Education and Inspections Act 2006
- Equality Act 2010
- Equality Act 2010 (Specific Duties) Regulations 2011
- Disability Discrimination (England) Regulations 2005

2.2 This policy has due regard to national guidance including, but not limited to, the following:

- The Equality Action 2010 and schools, DFE (2014)

2.3 This policy will be used in conjunction with the following school policies and procedures:

- Admissions Policy
- Anti-Bullying Policy
- Behaviour Policy
- Complex Medical Needs Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Safeguarding Policy
- SEN Information Report
- Special Educational Needs and Disabilities (SEND) Policy

## **3. DEFINITION**

A person is defined as having a disability if they have a physical or mental impairment that has an adverse, substantial and long-term effect on their ability to carry out normal day-to-day activities. It is our role as a school to remove barriers to learning, to ensure that no pupil is discriminated against on the grounds of disability.

## **4. ROLES AND RESPONSIBILITIES**

### **4.1 Governors and Headteacher**

- The governors and headteacher will be responsible for implementing and monitoring the Accessibility Plan.
- The headteacher is responsible for ensuring that staff receive training, to enable them to support children with needs.

### **4.2 Inclusion Team**

- The Inclusion Team will ensure that pupils with special educational needs and disabilities (SEND) are appropriately supported.
- The Inclusion Team will ensure that staff members are aware of individual pupils' disabilities or medical conditions, where necessary.
- The Inclusion Leader is responsible for consultation with other professionals and experts, if challenging situations arise regarding pupils with disabilities.

### **4.3 School Staff**

- All staff members are responsible for ensuring their actions do not discriminate, and so they should act in accordance with the school's policies.
- When a new pupil joins the school, the Inclusion Team will establish whether the pupil has any disabilities or medical conditions, which school staff should be made aware.
- Designated members of staff will be trained to effectively support pupils with medical conditions, such as understanding how to administer insulin.

## **5. EQUAL OPPORTUNITIES**

- 5.1 Pashley Down Infant school strives to ensure that all pupils are given the same opportunities.
- 5.2 The school is committed to developing a culture of inclusion, support and awareness.
- 5.3 Staff members will be aware of any pupils who are at a substantial disadvantage and will take appropriate steps to ensure the pupil is effectively supported.
- 5.4 Wherever possible, teaching staff will adapt their lesson plans and resources in order to allow pupils full access to the curriculum.
- 5.5 Where a pupil is participating in tests and more formal summative assessments, the school will make any reasonable adjustments necessary (e.g., publishing papers or booklets in larger font, on buff paper).
- 5.6 The school will ensure that their extra curricular activities, and educational trips, are accessible to all pupils. The school, in partnership with parents, will make reasonable adjustments to allow pupils with SEND to participate.

## 6. ADMISSIONS

- 6.1 Pashley Down Infant school follows the Local Authority admissions policy, and so will adhere to the criteria published by the LA.
- 6.2 The open admissions policy means that pupils may be admitted with a known disability, which enables support to be planned. However, the school also has a role in identifying previously undiagnosed conditions, and to put in place appropriate support. Although a pupil may have Special Educational Needs, it does not necessarily mean the presence of a disability; however, the school recognises that the two may be present for individual pupils.
- 6.3 Parents / carers of new pupils with an EHCP, or with SEND, are invited to a transition meeting prior to the pupil starting school, in order to discuss the pupil's specific needs and to plan the transition.
- 6.4 Information will be obtained from previous settings, and relevant professions, to facilitate advanced planning for inclusion.

**There are three main areas of accessibility in school:**

### **7. One: ACCESS TO THE CURRICULUM**

- 7.1 Pashley Down Infant school is committed to providing a healthy environment that enables full curriculum access. The school values and includes all pupils regardless of their educational, physical, sensory, social and emotional needs.
- 7.2 The school aims to provide a differentiated curriculum to enable all pupils to feel secure and to make progress.
- 7.3 There are established procedures in place, for the identification and support of pupils with SEND. Detailed information on pupils with SEND is given by the Inclusion Team to relevant staff in order to aid teaching (*e.g., short- and long-term targets set out in any plans, the child's strengths and interests, and any advice from partner agencies and professionals*).
- 7.4 The class teachers, in discussion with the Inclusion Leader and parents / carers, will ensure that adjustments are made, in line with common sense and practicalities, to enable participation of pupils with any particular disability or impairment.
- 7.5 Adaptive teaching resources are available to support Curriculum Leaders to adapt the curriculum to meet the needs of pupils with additional needs.
- 7.6 Physical Education lessons will be adapted, wherever possible, to allow pupils with disabilities to participate.
- 7.7 Specialist resources will be made available where possible (*e.g., a slanted writing board, large print reading books, and technology such as iPads*)

- 7.8 Advice will be sought from partner agencies and professionals where appropriate, to enable access to the curriculum.
- 7.9 The Inclusion Team, which includes SEND LAs and INAs, are deployed to implement specific programmes (e.g., speech).

## **8. Two: ACCESS TO THE PHYSICAL ENVIRONMENT**

- 8.1 Pashley Down Infant school is committed to ensuring that, wherever possible, all pupils, staff, parents / carers and visitor have equal access to areas and facilities within the school premises.
- 8.2 The school has toilet facilities suitable for people with disabilities.
- 8.3 A disabled parking bay has been set aside, right next to a school entrance point.
- 8.4 Where entrances to the school are not flat, a ramp has been built (Main entrance, access to Year 1 and Reception entrances). A flat path has also been built to enable access to the back of the school, from the playground.
- 8.5 Double-width doors have been installed at two entrance points, to allow for wide wheelchair access.

## **9. Three: ACCESS TO WRITTEN INFORMATION**

- 9.1 Pashley Down Infant school is committed to supporting access to written information, for pupils in the classroom, and for parents / carers and visitors to the school.
- 9.2 In the classroom, a range of strategies and equipment is used to enable pupils to access information in lessons, and other school activities. For example, Widget Online is used to create picture cues alongside text. There are visualisers in KS1 classrooms that enable teachers to enlarge text, and iPads for pupils to use to record their work through photos, and Talking Tins for pupils to record their work verbally.
- 9.3 Information for parents / carers is provided through a number of different ways, including Class Dojo, email, text messaging, the school website, and paper. Staff also meet with parents / carers to communicate verbally, especially where accessing written materials is a barrier.

## Action Plan Access to the Curriculum

	<i><b>Targets</b></i>	<i><b>Actions</b></i>	<i><b>Timescale</b></i>	<i><b>Responsibilities</b></i>	<i><b>Outcomes</b></i>
<b>Short term</b>	To improve labelling and signage in classrooms and around the school building.	To provide clear labels printed on buff paper.  All visuals to be created with Widget Online.	By March 26	Class Teachers / Learning Assistants and admin support staff.	All labels and visual prompts are consistent in appearance and are printed on buff paper so that they are dyslexia friendly.
	To further enhance outdoor learning through Forest School access.	To plan and resource Forest School curriculum.  Timetable Woodland Wonder Wednesdays for all classes.  Small Forest School Nurture group for focus pupils every	From September 2025	Outdoor Learning Lead  Inclusion Lead  Deputy Head Teacher	Enhanced outdoor learning for all year groups.
<b>Medium term</b>	To further improve adaptive teaching practices across the school.	To monitor teaching and learning within lessons.  To scrutinise planning.	By March 27	Senior Leadership team and Curriculum Leaders	Staff are able to identify barriers to learning, scaffold tasks and then reduce support as independent working skills increase.
<b>Long term</b>	To improve independence in using classroom resources across the school.	To provide guidance around the use of standardised label and visual prompts.  Use of Independent Iguana to encourage and reward independent working skills.	By July 28	Head Teacher, Deputy Head Teacher, Heads of Year Inclusion Leader	A standardised approach to the accessibility of resources across the school.

## Physical Access

	<i><b>Targets</b></i>	<i><b>Actions</b></i>	<i><b>Timescale</b></i>	<i><b>Responsibilities</b></i>	<i><b>Outcomes</b></i>
<b>Short term</b>	To improve access to Year 1 pupil entrances.	To replace coir mats and ensure they are fixed in place.	July. 25	Site Manager/Head	Removal of trip hazard.
	To ensure independent workstations are located in the optimum position.	<p>Observation of pupil in classroom.</p> <p>Consider individual pupil's profile of needs when designing and locating workstation.</p> <p>Use of visuals to further build security and reduce anxiety.</p>	From Jan 2025	<p>SENCO / Behaviour Mentor</p> <p>Class Teachers</p>	Children are able to successfully access an independent workstation within the physical, classroom environment.
<b>Medium term</b>	To continue to improve travel, safety and access to school during drop off and pick up times.	To assess, respond and make reasonable adjustments to start and end of the day procedures.	From Sept. 25	Head/Deputy Head / Inclusion Leader	<p>Improved safety and access to school.</p> <p>Consistent and calm routines established for individual children.</p>
	To improve sensory integration by creating a dedicated outdoor sensory area.	<p>Research, build and resource Poly Tunnel on Bottom Playground.</p> <p>Classes to access sensory space (Poly Tunnel) on a rota basis.</p> <p>Enhanced access for identified / focus children.</p>	From Sept 25	Outdoor Learning Lead / Inclusion Leader / Deputy Head Teacher	Children have regular access to a dedicated outdoor sensory area.

		Ongoing training for staff to supervise break and lunchtime play.			
	To provide a dedicated area to support emotional regulation needs within each learning area.	<p>Research, resource and set up Calming Corners in all classrooms, the Cloud Room and The Hive.</p> <p>Staff training on how to introduce and manage Calming Corner in classrooms.</p> <p>Model use of Corner and calming strategies.</p> <p>Monitor use of Calming Corners and provide on going support on optimal use.</p>	From Sept 25	Outdoor Learning Lead / Inclusion Leader / Deputy Head Teacher	All children will be able to access a Calming Corner in order to self-regulate.
<b>Long term cont.</b>	To further enhance security throughout the school for children with a complex profile of needs.	To look into possibility of changing the positioning of handles to the top of door.	July 2028	Head/Site Manager Contractors	Rolling programme of replacing doors with high positioned handles.
	To improve access for wheelchairs to the Hall.	<p>Research funding into accessibility grants.</p> <p>To install a ramp at the rear entrance of the Hall.</p>	July 2027	Head/Site Manager	Improved accessibility for all wheelchair users.



## Provision of Information

	<i><b>Targets</b></i>	<i><b>Actions</b></i>	<i><b>Timescale</b></i>	<i><b>Responsibilities</b></i>	<i><b>Outcomes</b></i>
<b>Short term</b>	To ensure that visual timetables are being used effectively across the school.	Monitoring of all classes.  To introduce the addition of a whole class Now and Next board.	September 2025	SLT / Class Teachers	All teachers are using visual timetables consistently.
<b>Medium term</b>	To ensure that children understand the 3 rules of: Be safe. Be ready. Be respectful.	Creating and sharing clear policy with all stakeholders.  Staff training on new Behaviour Policy. Discussion with teachers and LAs  Delivery of assemblies to whole school.  Setting up information boards displaying key concepts.  Monitoring of all classes.	By Jan 25	SLT / Class Teachers / LAs	Clear information provided so that all members of the school community understand the 3 basic principles of our Behaviour Policy.
<b>Long</b>	To further improve information channel to	To work alongside the Autism in Schools Project	July 27	Inclusion Leader	Increased engagement from parents in hosting the group and sharing

<b>term</b>	<p>parents already established in the SEND Parent Support Groups by making them more parent led</p>	<p>and the East Sussex Parent Carer Forum.</p> <p>Hold termly coffee mornings by invitation the first week back after a holiday.</p> <p>To involve parents in drawing up a list of suggested themes for the year.</p> <p>To work in partnership with Ockylng Junior School.</p>			<p>information with other stakeholders.</p>
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