Accessibility Plan

September 2026

Review Date: September 2027

Version 5

Version Control	Date	Actions
1	Nov 2019 July 2020	Policy Created Approved at FGB on 06.07.2020
2	September 2022 Nov 2022	Laura Hulet made amendments and added information on accessibility for children/families who are EAL. Ratified by Governors at Full Governing Board 14/11/2022. Ratified policy shared with all staff.
2	September 2023 November 2023	Reviewed by Laura Hulet. No amendments. Ratified at Full Governing Board meeting 13/11/2023 and shared with all staff.
3	September 2024 November 2024	Reviewed by Laura Hulet. Amendments made and added staff and visitors to page 5 Ratified at Full Governing Board meeting on 11.11.2024 and shared with all staff.
4	September 2025 November 2025	Reviewed by Laura Hulet. No amendments needed. Approved at Full Governing Board Meeting 10/11/2025.
5	September 2026	Reviewed by Laura Hulet. Links with other policies section amended to add Whole-School Allergy Policy as a link to this policy. Approved at Full Governing Board Meeting 14/09/2026.

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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 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.

Park Hill Infant School is committed to providing a fully accessible environment which values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion.

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.

Park Hill Infant School has adopted this accessibility plan in line with the school's special educational needs policy and SEND report, with the aim to ensure that the school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged.

Our special educational needs policy and report outlines the provision that our school has in place to support pupils with special educational needs and disabilities (SEND), and the school's publication of equality information and objectives explains how we ensure equal opportunities for all our students. Increased access to the curriculum, physical access to the school, and access to information are particular to students with SEND, and this accessibility plan provides an outline of how the school will manage this part of the SEND provision.

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. Action plan

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

Aim	Current good practice *Include established practice and practice under development*	Objectives *State short, medium and long-term objectives*	Actions to be taken	Person responsible	Date to complete actions by	Success criteria
Increase access to the curriculum for pupils with a disability	*Our school offers an adaptive curriculum for all pupils.* *We use resources tailored to the needs of pupils who require support to access the curriculum.* *Curriculum resources include examples of people with disabilities.* *Curriculum progress is tracked for all pupils, including those with a disability.* *Staff receive regular CPD training e.g. positive handling, intimate care etc* *Targets are set effectively and are appropriate for pupils with additional needs.* *The curriculum is reviewed to ensure it meets the needs of all pupils.* *The school ensure that individual or group intervention is available where it is felt that pupils would benefit*	To meet the needs of all pupils who attend the school now and in the future Ensure all staff have specific training on conditions and disability issues affecting access to curriculum Ensure all staff make curriculum access adjustments for pupils with additional needs	Audit of pupil needs and staff training to meet those needs Continue to keep staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback Continue to provide regular training and learning opportunities for all staff on the subject of SEND and SEND teaching; school staff should be up to date with teaching methods The school will make reasonable adjustments for individual students who need extra provision than	Inclusion Leader/Subject Leaders/Year Group Leaders/Class Teachers	Ongoing	All pupils will have access to all school activities, successfully participating in the whole curriculum The additional needs of pupils with disabilities are known and understood. Staff are knowledgeable in their support of pupils with SEND.

	from this provision		that which is already in place, ensuring all students are involved in every aspect of school life			
Improve and maintain access to the physical environment	*The environment is adapted to the needs of pupils as required.* *This includes:* • *Ramps* • *Corridor width* • *Disabled toilets and changing facilities* • *Books accessible at wheelchair-accessible height* • *Double handled doors where necessary to prevent access to / leaving areas unsupervised*	To ensure the school is fully accessible to all pupils, staff and visitors regardless of any disabilities	Assess each individuals needs in terms of physical access. Make reasonable adjustments to school site to meet needs.	Inclusion Team/ SBM/Site Manager	Ongoing	All pupils and parents/carers will be able to access the school site
		Ensure all disabled users can be safely evacuated	Audit and ensure safety measures are in place Ensure there is a personal emergency evacuation plan (PEEP) for all pupils and staff with a disability that requires support exiting the school in an emergency. Ensure all staff are aware of their responsibilities in evacuation by being aware of the PEEP and risk assessments for SEND children If a person cannot use the stairs, put arrangements in place for evacuation via ramps	Head Teacher/ Inclusion Leader/ Year Group Leaders/ Class Teachers		All pupils with disabilities and staff working with them are safe in the event of a fire. There is constant supervision for disabled children who would need help in the event of an evacuation.

			Ensure staff are aware of need to keep fire exits clear			
Improve the delivery of information to pupils with a disability/EAL	*Our school uses a range of communication methods to ensure information is accessible. This includes:* • *Internal signage* • *Pictorial or symbolic representations* • *Translation Tool on the website to allow multilingual access*	To ensure every pupil / parent/carer can access to information within the school	Ensure all pupils have access to pictorial / symbolic representations if required Support parents / carers who have difficulty accessing information, making reasonable adaptations as necessary Translate key documents and policies into home languages where requested Book interpreters for parent meetings if required Documents uploaded to the website in PDF format so they can be read aloud at home. Staff to assist with completing forms/reading documents if required.	Head Teacher/Inclusion Leader/School Business Manager/Class Teachers	Ongoing	The school community will effectively access communications Pupils with EAL make better progress in their learning. Parents with EAL are more engaged with their children's learning. Parents who are EAL feel welcomed by the school and are more involved in school activities Parents with literacy difficulties feel welcomed by the school and are kept up to date with school activities.

4. Monitoring arrangements

This document will be reviewed annually, but may be reviewed and updated more frequently if necessary.

It will be approved by the Full Governing board.

Signed:_____

Print Name:_____

Date:_____

5. Links with other policies

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

- Risk assessment policy
- Health and safety policy
- Equality information and objectives (public sector equality duty) statement for publication
- Special educational needs (SEN) information report
- Special educational needs and disability policy
- Supporting pupils with medical conditions policy
- Whole-school allergy policy